ORAL AND WRITTEN ENGLISH

UPPER BOOK

POTTER
JESCHKE
GILLET

Dist. # 24

THREE-BOOK EDITION

ORAL AND WRITTEN ENGLISH

UPPER BOOK

BY

MILTON C. POTTER, LITT.D.
SUPERINTENDENT OF SCHOOLS, MILWAUKEE, WISCONSIN

HARRY JEWETT JESCHKE, M.A.
AUTHOR OF "BEGINNERS' BOOK IN LANGUAGE"
"BETTER ENGLISH FOR BEGINNERS," ETC.

AND

HARRY O. GILLET, B.S.
PRINCIPAL, THE ELEMENTARY SCHOOL, UNIVERSITY OF CHICAGO

GINN AND COMPANY
BOSTON · NEW YORK · CHICAGO · LONDON
ATLANTA · DALLAS · COLUMBUS · SAN FRANCISCO

COPYRIGHT, 1926, BY H. JESCHKE
ALL RIGHTS RESERVED

PRINTED IN THE UNITED STATES OF AMERICA

634.1

The Athenæum Press
GINN AND COMPANY · PROPRIETORS · BOSTON · U.S.A.

PREFACE

The purpose of this language and grammar book for the seventh and eighth grades is to improve the pupil's English. Such improvement means not one achievement but many. It resolves itself in practice into numerous detailed aims and individual lines of instruction, of effort, of exercise, and of progress. In terms of major objectives it includes the attainment of an acceptable measure of

(1) grammatical correctness in the pupil's speaking and writing,

(2) skill in his use of sentences,

(3) accuracy in his pronunciation,

(4) adequacy and agreeableness in his vocal utterance,

(5) clearness and effectiveness in his statements,

(6) fullness and readiness in his vocabulary, and

(7) proficiency in his punctuation, paragraphing, and letter form.

It is evident that the objectives enumerated are of a practical kind. Accordingly the book is a practical book. It is a practice book — a laboratory manual in the *art* of speaking and writing correct and effective English rather than a textbook in the *science* of grammar. Grammar is presented, of course, but in its applications to the pupil's language needs rather than in its theoretical aspects; and composition concerns itself directly with the art of everyday communication.

Furthermore, since communication presumes a hearer or reader as well as a speaker or writer, oral and written composi-

tion are given practice in audience situations. These are so presented that the pupil's response, instead of being lifeless and perfunctory, becomes real and willing. The endeavor has been to transform language improvement into a challenging problem.

The organization of the book is readily understood from the table of contents, which discloses the three aspects of the English problem as here treated, as well as the separation of the minimum essentials of grammar from those grammar topics that have a remoter practical bearing. There, also, may be seen the distribution of the various projects, tests, and reviews, the systematic drills in punctuation, in pronunciation, in the use of the dictionary, and in vocal utterance, together with the exercises in sentence study, word study, and letter writing, as well as the drills in correct use and the tests in applied grammar. All these are variously and, it is believed, always genuinely motivated.

Two of the features are selected for special comment: (1) the drill in correct use and (2) the test in applied grammar.

1. The significant fact is now generally recognized that speech improvement is dependent on the formation of correct speech habits. The problem is how to bring about such habit formation. It has been found, for instance, that drills in correct use miss their aim if they consist only of the repetition of correct words or word forms. They fail to hold the pupil's alert attention and lose themselves in monotony. Equally unsatisfactory have been the exercises that consist only of the choice of correct forms. One or two correct choices do not create a habit, particularly if a wrong habit already occupies the field. Neither kind of exercise — the mere choosing of the correct form or the mere repeating of it — has proved efficacious. What to do? It is believed that the present book is so fortunate as to be able to offer the first and the only solution of this basic problem. It offers a new drill in correct use. This combines choice and repe-

tition in one stimulating exercise. Thus, repetition becomes alert because it constantly needs to choose, and choice becomes habit-forming because it constantly needs to be made again. The device is as simple as it is novel and effectual.

2. The test in applied grammar seems equally original and important, though also extremely simple when once discovered. At first sight it appears to be nothing but the old correction exercise. Like that exercise it puts the pupil's knowledge of grammar to the test. It gives him practical repair work to do, which involves the technicalities he has studied. Does he recognize faulty English when he sees it? If not, then clearly his grammar acquirements do not yet function. Recognizing an error, can he correct it? If not, then evidently his rules and definitions do not yet serve him. He needs to study further, for the law of language study is indubitable: unless he becomes master of the common errors, the common errors will become master of him. That mastery, however, means more than knowledge of grammar. The knowledge of the correct form, the recognition of the incorrect one, and the instant substitution of the former for the latter must become habits. Thus, the test in applied grammar transforms the old correction exercise and merges imperceptibly into the drill in correct use; in fact, it is seen to be another form of that improved drill.

So, in conclusion, it may be said that throughout the book the endeavor has been to bring an improved educational technique to bear on the problems involved in the improvement of the pupil's English. The authors have prepared a manual to accompany the book, in order that busy teachers may be assisted in their use of these lessons to achieve the best results. The lessons are addressed to the pupil; the manual, to the teacher.

Acknowledgments are due to the following authors and publishers for permission to use copyrighted material owned or con-

trolled by them: to Houghton Mifflin Company for the extracts from Nathaniel Hawthorne's "Twice-Told Tales" and "The House of the Seven Gables," Henry D. Thoreau's "Walden," and Ella Lyman Cabot's "Ethics for Children"; to Matthew Page Andrews for "The American's Creed," by William Tyler Page; to the estate of Phillips Brooks and to E. P. Dutton & Company for two letters from Phillips Brooks's "Letters of Travel"; to Ella M. Boyce for a number of drill sentences from "Enunciation and Articulation"; to William J. Long for the selection from "Northern Trails"; to John T. Faris for the extract from "Real Stories from Our History"; to G. P. Putnam's Sons for the extracts from Washington Irving's "Sketch Book" and "The Life and Voyages of Columbus"; to Dr. Henry van Dyke for "The Footpath to Peace" from "The Friendly Year"; to J. H. Robinson and C. A. Beard for the extract from "Outlines of European History"; to Harper & Brothers for the letter from Sydney Smith to Charles Fox; to Roy Davis and Clarence H. Lingham for the selections from "Business English and Correspondence"; to D. Appleton and Company for William Cullen Bryant's "The Planting of the Apple Tree"; and to Meredith Nicholson for the letter to the principal of the Brooks School for Boys, Indianapolis.

THE AUTHORS

CONTENTS

(The numbers in parentheses refer to pages)

PART ONE

PAGE

INTRODUCTION 1

Test: Do You Need to Study Grammar (1), Test: Choice of Words (3), Test: Letter Form (4), Looking Backward and Forward (5)

CHAPTER ONE: THE SENTENCE 7

GRAMMAR

What a Sentence Is (7), Kinds of Sentences (11)

COMPOSITION

Making Interesting Sentences (9), Using Interrogative Sentences (14), Project: *The Question Box* (15), Using Imperative Sentences (16), Giving Directions (17), Explaining Things (17), Project: *The Label Exhibition* (18)

REVIEW AND DRILL

Vocal Drill (10), Words Sometimes Mispronounced (11), Drill in Correct Use (15), Practice: Capitals and Punctuation Marks (18)

CHAPTER TWO: PARTS OF SPEECH 20

GRAMMAR

Introduction (20), Nouns (20), Pronouns (24), Adjectives (25), Verbs (27), Adverbs (34), Prepositions (36), Prepositional Phrases (37), Conjunctions (42), Interjections (45)

COMPOSITION

Selecting Suitable Nouns (21), Completion Test (22), Using the Dictionary (23), Choosing Suitable Adjectives (27), Variety in Expression — Nouns, Adjectives, Verbs (29), Letter Writing — Introduction (30), Word Study (39), Story-Telling (40)

REVIEW AND DRILL

Vocal Drill (40), Drill in Correct Use (41), Words Sometimes Mispronounced (42), Dictionary Work (42), Practice: Capitals and Punctuation Marks (44), Game: *The Same Word as Different Parts of Speech* (46), Grammar Review (47)

PAGE

CHAPTER THREE: THE ESSENTIALS OF THE SENTENCE — SUBJECT AND PREDICATE 49

GRAMMAR

The Subject of a Sentence (50), The Predicate of a Sentence (51), The Principal Word of the Subject (53), The Modifiers of the Principal Word of the Subject (54), The Principal Word of the Predicate — the Verb (55), The Modifiers of the Verb (55), Natural and Inverted Order of Subject and Predicate (58), The Subject in Imperative Sentences (61), The Introductory Word *There* (61), Correct Use (62), Words Used Independently in Address and in Exclamation (63), The Compound Subject and the Compound Predicate (64)

COMPOSITION

Two-Minute Talks; Single Paragraphs (52), Project: *Planning a Picnic* — Speaking from Outlines (55), Paragraph Study (56), Variety in Expression (59), The "*and*" Habit (67)

REVIEW AND DRILL

Drill in Correct Use (65), Vocal Drill (66), Words Sometimes Mispronounced (66), Dictionary Work (67), Game: *Making Sentences* (67), Practice: Capitals and Punctuation Marks (69), Grammar Review (69)

CHAPTER FOUR: THE ESSENTIALS OF THE SENTENCE — PREDICATE WORD, OBJECT 72

GRAMMAR

The Principal Word of the Subject (72), The Verb (72), The Predicate Word (73), Correct Use (77), The Object (87)

COMPOSITION

Selecting the Predicate Word (78), Overworked Words (78), Exaggerated Expressions (79), Slang (80), Telling Patriotic Stories (81), Project: *Making a Book of Thrilling Historical Events* (81), Letter Writing (82), A Phillips Brooks Letter (82), Memory Selection — The American's Creed (82), Beginning Sentences (89), Closing Sentences (89), Useful and Useless Words (92)

REVIEW AND DRILL

Drill in Correct Use (85), Vocal Drill (86), Words Sometimes Mispronounced (86), Dictionary Work (87), Review: The Essential Parts of Sentences (90), Practice: Capitals and Punctuation Marks (93), Test in Applied Grammar (94), Drill in Correct Use (94)

PAGE

CHAPTER FIVE: THE MODIFIERS IN THE SENTENCE — ADJECTIVES AND ADJECTIVE PHRASES 96

GRAMMAR

Sentence Essentials (96), The Modifiers (97), The Adjective (98), Different Ways in Which Adjectives Modify Nouns and Pronouns (100), Proper Adjectives (101), Comparison of Adjectives (105), Irregular Comparison (108), The Uses of Adjectives in Sentences (111), Correct Use — Adjectives (112), The Phrase (119), The Adjective Phrase (119)

COMPOSITION

Choosing Suitable Adjectives (98), Description (102), Project: *The "Lost and Found" Column in a Blackboard Newspaper* (104), Telling Things Seen, Heard, or Done (109), Thoreau, "The Battle of the Ants" (109), Using Reference Books; Making Reports (120)

REVIEW AND DRILL

Game: *Riddles with Adjectives* (104), Test: Choosing the Correct Adjective (115), Drill in Correct Use (117), Vocal Drill (117), Words Sometimes Mispronounced (118), Dictionary Work (118), Practice: Capitals and Punctuation Marks (120), Test in Applied Grammar (122), Drill in Correct Use (99, 117, 122)

CHAPTER SIX: THE MODIFIERS IN THE SENTENCE — ADVERBS AND ADVERBIAL PHRASES 124

GRAMMAR

Adverbs (124), Adverbial Phrases (127), Comparison of Adverbs (130), Irregular Comparison (130), Correct Use of Adverbs (132)

COMPOSITION

Speaking and Writing; Single Paragraphs (126), Choosing Suitable Adverbial Modifiers (128), Project: *Making Up a Review of Reviews* (131), Reporting Things Seen, Heard, or Done (137), Project: *Making a Skating Rink* (140)

REVIEW AND DRILL

Drill in Correct Use (135), Vocal Drill (136), Words Sometimes Mispronounced (136), Dictionary Work (137), Review: Adjectives and Adverbs (138), Practice: Capitals and Punctuation Marks (140), Test in Applied Grammar (141), Drill in Correct Use (141)

PAGE

CHAPTER SEVEN: THE MODIFIERS IN THE SENTENCE — ADJECTIVE CLAUSES, ADVERBIAL CLAUSES 143

GRAMMAR

Sentence Essentials and Modifiers (143), The Clause (145), Adjective Clauses (145), Adverbial Clauses (146), Adjective and Adverbial Clauses Distinguished (151)

COMPOSITION

Business Letters (148), Essentials and Modifiers (152), More Business Letters (154), Building Sentences (154)

REVIEW AND DRILL

Review: Sentence Study; Adjective Clauses and Adverbial Clauses (156), Vocal Drill (158), Words Sometimes Mispronounced (158), Dictionary Work (158), Practice: Capitals and Punctuation Marks (158), Test in Applied Grammar (159), Drill in Correct Use (159)

CHAPTER EIGHT: SENTENCE STRUCTURE — SIMPLE, COMPOUND, AND COMPLEX SENTENCES 161

GRAMMAR

The Simple Sentence (161), Adjective Clauses and Adverbial Clauses (162), Principal and Dependent Clauses (163), The Complex Sentence (167), The Compound Sentence (169), Compound and Complex Sentences Distinguished (171), Kinds of Conjunctions (180), Correct Use of Conjunctions (182), Sentence Study; Conjunctions (186)

COMPOSITION

Two-Minute Talks; Paragraph Study (165), Project: *Publishing a Blackboard Newspaper* (168), Sentence Study (173), The "*and*" Habit; Short Sentences (175), The "*and*" Habit; Complex Sentences (177), More Exercises in Variety in Expression (179), Debating (184)

REVIEW AND DRILL

Review: Adjective Clauses and Adverbial Clauses (166), Game: *Building Sentences* (183), Drill in Correct Use (185), Vocal Drill (185), Words Sometimes Mispronounced (186), Dictionary Work (186), Practice: Capitals and Punctuation Marks (186), Grammar Review (187), Test in Applied Grammar (188), Drill in Correct Use (185, 188)

PAGE

CHAPTER NINE: REVIEW 190

GRAMMAR

Groups of Words, and Sentences (190), The Parts of Speech (192), Test (192), The Essentials of the Sentence (194), The Modifiers in the Sentence (197), Building Sentences (200), Simple, Compound, and Complex Sentences (201)

COMPOSITION

Story-Telling (191), Test (191), Letter Writing (193), Word Study (195), Synonyms (195), Test (195), Practice (196), Antonyms (196), Test (196), Practice (197), Making Outlines; Paragraph Study (198)

REVIEW AND DRILL

Practice and Test: Capitals and Punctuation Marks (201), Drill in Correct Use (202, 204), Vocal Drill (202), Words Sometimes Mispronounced (203), Dictionary Work (203), Test in Applied Grammar (203)

PART TWO

INTRODUCTION 207

Test: Story-Telling (207), Test: Speaking Distinctly and Loud Enough (208), Test: Pronunciation (209), Dictionary Test (209), Test in Applied Grammar (210), The "*and*" Habit; Review of Clauses (210), Further Use of This Book as a Reference Book; Review of the Parts of Speech (215)

CHAPTER ONE: NOUNS 217

GRAMMAR

Common and Proper Nouns (218), Number of Nouns (222), Gender of Nouns (228), The Possessive Form of Nouns (229), The Uses of Nouns in Sentences — As the Subject of a Verb (232), As the Predicate Word (232), As the Object of a Verb (232), As the Object of a Preposition (232), As a Possessive (232), The Indirect Object (233)

COMPOSITION

Selecting Suitable Proper Nouns (220), Project: *Making Store Signs* (222), Selecting Suitable Common Nouns (226), Business Letters (230), Project: *The Class Post Office* (230), Speaking from Outlines (234)

PAGE

REVIEW AND DRILL

Introductory Test (217), Drill in Correct Use (236), Vocal Drill (237), Words Sometimes Mispronounced (238), Dictionary Work (238), Review: Sentences; Nouns (239), Practice: Capitals and Punctuation Marks (240), Test in Applied Grammar (241), Grammar Examination (242)

CHAPTER TWO: PRONOUNS — PERSONAL AND INTERROGATIVE 244

GRAMMAR

The Pronoun (244), Personal Pronouns (244), Person (244), Number and Gender (246), Uses in Sentences (246), Subject Pronouns, Object Pronouns, Possessive Pronouns (246), The Declension of Personal Pronouns (248), Correct Use of Personal Pronouns (251), Compound Personal Pronouns (253), Correct Use (254), Interrogative Pronouns (257), Correct Use (258), Completion Test (259)

COMPOSITION

Courtesy, Pleasant Manners, and Good Form (248), Project: *Making a Book of Etiquette* (250), Study of a Poem: Thackeray, "The Dead Napoleon" (255), Memory Selection: Henry van Dyke, "The Footpath to Peace" (261), Letter Writing (261), A Letter from Phillips Brooks to Gertie (261)

REVIEW AND DRILL

Vocal Drill (260), Words Sometimes Mispronounced (260), Dictionary Work (260), Practice: Capitals and Punctuation Marks (263), Grammar Review — I. The Parts of Speech (263), II. Personal and Interrogative Pronouns (264), Test in Applied Grammar (265), Drill in Correct Use (252, 253, 255, 259, 265)

CHAPTER THREE: PRONOUNS — RELATIVE AND ADJECTIVE 267

GRAMMAR

Relative Pronouns (267), *Who, Whose, Whom* (269), Correct Use (270), Adjective Pronouns (274), Correct Use (275), The Uses of Pronouns in Sentences — Including Personal and Interrogative Pronouns (277), Other Correct Uses of Pronouns (284)

COMPOSITION

Variety in Expression (268), Story-Telling (272), Explaining Things; The Single Paragraph (273), Speaking from Outlines (276), Speaking and Writing about Subjects of Public Interest (280), Project: *Speaking at a Public Meeting* (282)

PAGE

REVIEW AND DRILL

Completion Test (272), Drill in Correct Use (278), Vocal Drill (279), Words Sometimes Mispronounced (279), Dictionary Work (279), Practice: Capitals and Punctuation Marks (283), Review: Sentences and Pronouns (286), Test in Applied Grammar (287), Drill in Correct Use (273, 278, 284, 286, 288)

CHAPTER FOUR: VERBS — KINDS, PERSON AND NUMBER . . 290

GRAMMAR

The Verb (290), Kinds of Verbs (291), Transitive (291), Intransitive (292), Linking (293), Correct Use (295), Person and Number of Verbs (298), Correct Use (300)

COMPOSITION

Selecting Suitable Verbs (297), Speaking and Writing from Outlines (306), Avoiding Common Errors in the Meaning of Verbs (308), Explanation (312), Explanation in Business Letters (314), Project: *The Class in Business* (316)

REVIEW AND DRILL

Introductory Test (290), Drill in Correct Use (296), Completion Test (309, 310), Vocal Drill (311), Words Sometimes Mispronounced (311), Dictionary Work (312), Practice: Capitals and Punctuation Marks (317), Test in Applied Grammar (318), Drill in Correct Use (296, 301, 302, 303, 305, 309, 310, 319), Grammar Examination — I. Verbs (320), II. General (320)

CHAPTER FIVE: VERBS — TENSE, THE PRINCIPAL PARTS, VOICE 322

GRAMMAR

Tense (323), Principal Parts of Regular and Irregular Verbs (329), Correct Use (333), Voice (335), Active Voice (336), Passive Voice (336), Correct Use (338), Special Verb Phrases (340), *Shall* and *Will* (340)

COMPOSITION

Choosing Suitable Verbs (327), Word Study (332), Letter Writing (334), Project: *The Class Post Office* (334), Variety in Expression (339), Writing Telegrams (342), Project: *The Class Telegraph Office* (345), Project: *A School Garden* (348)

REVIEW AND DRILL

Introductory Test (322), Completion Test (327, 331, 333, 338, 341), Review of Correct Use (346), Vocal Drill (347), Words Sometimes

PAGE

Mispronounced (348), Dictionary Work (348), Practice: Capitals and Punctuation Marks (351), Review: Sentence Study and Verbs (351), Test in Applied Grammar (353), Drill in Correct Use (334, 339, 342, 347, 354), Grammar Examination (354)

CHAPTER SIX: ADVANCED GRAMMAR AND REVIEW — SENTENCE STRUCTURE 356

GRAMMAR

The Sentence and the Kinds of Sentences (356), The Main Parts of Every Sentence (356), The Parts of the Predicate (357), *The Objective Complement (360), Sentence Structure (362), The Modifiers in the Sentence (362), *Appositives (364), *Appositive Phrases and Clauses (366), *Noun Clauses (368), Sentence Essentials Again (370), Principal Clauses and Dependent Clauses (373), *Restrictive and Explanatory Clauses (376), *Dependent Clauses Classified according to Meaning (377), Simple, Compound, and Complex Sentences (379), *Analysis of Sentences (385)

COMPOSITION

Debating (359), Project: *A Public Debate* (363), Writing to the Newspapers (369), Building Sentences (372), Study of a Poem: Wordsworth, "The Solitary Reaper" (374), Variety in Expression (381)

REVIEW AND DRILL

Drill in Correct Use (383), Vocal Drill (384), Words Sometimes Mispronounced (384), Dictionary Work (384), Practice: Capitals and Punctuation Marks (384), Grammar Review (the unstarred topics under Grammar above)

CHAPTER SEVEN: ADVANCED GRAMMAR AND REVIEW — NOUNS AND PRONOUNS 390

GRAMMAR

Common and Proper Nouns (390), *Abstract Nouns (391), *Collective Nouns (391), *Special Plurals (393), Kinds of Pronouns (396), *Various Facts about Pronouns (400), *Intensives and Reflexives (400), *The Antecedent of a Pronoun (400), *Person, Number, and Gender of Relative Pronouns (402), *Case — the Uses of Nouns and Pronouns in Sentences (406), *Nominative Case (407), *Possessive Case (407), *Objective Case (407), *Nouns Used Independently in Address (409), *Nouns Used Independently in Exclamation (410),

NOTE. The starred terms above designate advanced technical grammar.

PAGE

*Possessive Nouns not Indicating Possession (410), *Joint and Separate Possession (411), *Nouns Used Like Adverbs (412), *Adjective Uses of Nouns and Pronouns (413), *Summary of Case (416), *Parsing Nouns and Pronouns (418)

COMPOSITION

Letter Writing (392), Speaking from Outlines; Vocational Problems (395), Poem Study: Martin, "An Apple Orchard in the Spring" (397), Another Poem Study: Bryant, "The Planting of the Apple Tree" (403), Project: *Arbor Day Exercises* (413)

REVIEW AND DRILL

Vocal Drill (408), Words Sometimes Mispronounced (409), Dictionary Work (409), Practice: Capitals and Punctuation Marks (415), Test in Applied Grammar (419), Drill in Correct Use (420), Review and Test (the unstarred topics under Grammar above)

CHAPTER EIGHT: ADVANCED GRAMMAR AND REVIEW—ADJECTIVES AND ADVERBS 423

GRAMMAR

The Adjective (423), *Kinds of Adjectives (423), *The Articles (427), *Special Comparisons of Adjectives (430), Adverbs (433), *Kinds of Adverbs (433), *Relative and Interrogative Adverbs (438), *Parsing Adjectives and Adverbs (442)

COMPOSITION

Selecting Suitable Adjectives (426), Explaining Things (428), Comparing Things; Vocational Problems (431), Selecting Suitable Adverbs (436)

REVIEW AND DRILL

Drill in Correct Use (439, 444), Vocal Drill (440), Words Sometimes Mispronounced (440), Dictionary Work (440), Test: Letter Form, Capitals, and Punctuation Marks (441), Test in Applied Grammar (443), Drill in Correct Use (444)

CHAPTER NINE: ADVANCED GRAMMAR AND REVIEW—VERBS AND VERBALS 446

GRAMMAR

*Complete Verbs (447), *Auxiliary Verbs in Special Verb Phrases (452), *Emphatic Verb Phrases (453), *Progressive Verb Phrases (454), *Phrases with *May*, *Can*, and *Must* (455), *Phrases with *Should*

NOTE. The starred terms above designate advanced technical grammar.

PAGE

and *Would* (456), *Mood (461), *Indicative Mood (462), *Subjunctive Mood (462), *Imperative Mood (462), *Verbals —*Participles (466), Correct Use (468), *Gerunds (470), Correct Use (472), Game (474), *Infinitives (475), Correct Use (478), *Parsing of Verbs and Verbals (479)

COMPOSITION

Project: *Protests, Speeches, Debates* (449), Vocational Problems (460), Making Stories from Headlines (465), Study of a Picture (469), Project: *The Class Picture Book* (469), Writing a Book Review (475)

REVIEW AND DRILL

Review and Test: Verbs, Linking and Transitive (446), Voice (448), Tense and Principal Parts (456), Game: *The Principal Parts* (457), Drill in Correct Use (458, 472, 482), Vocal Drill (459), Words Sometimes Mispronounced (459), Dictionary Work (459), Test in Applied Grammar (481), Drill in Correct Use (482), Grammar Examinations (481)

APPENDIX A 485

I. SUMMARY OF RULES FOR THE USE OF CAPITAL LETTERS AND PUNCTUATION MARKS 485

II. CONJUGATION OF *BE* AND OF *SEE* 491

III. PRINCIPAL PARTS OF IRREGULAR VERBS 496

IV. FORMAL NOTES 498

APPENDIX B 499

A COURSE IN SENTENCE DIAGRAMMING 499

INDEX 527

NOTE. The starred topics above designate advanced technical grammar.

UPPER BOOK

PART ONE

INTRODUCTION

1. Test: Do You Need to Study Grammar?

Notice that each of the numbered sentences in the list below contains words in parenthesis. Each parenthesis offers two words. One of these two is the correct word for the sentence; the other is the incorrect word that is often heard instead.

Test. 1. For how many of the sentences below can you select the correct word?

2. When there is a question about the word to use, do you know how to decide the question? Grammar tells how to decide. It enables one to say with certainty, "This is correct; that is incorrect." Grammar may be called the science of correct speech.

3. How rapidly can you read aloud the twenty-five sentences below, selecting the correct word for each as you read? A person who has studied grammar and knows the correct words well can do it in a little more than one minute, always reading so as to be easily understood. What is your time for the list?

1. (Them, Those) books are mine.
2. This desk is for you and (me, I).
3. If we don't hurry, I'm afraid that we (shall, will) be late.
4. I (saw, seen) him working there, and I know what he (did, done).

5. Has your father (came, come) yet?

6. We have often (went, gone) to that park.

7. Every boy and girl in the school promptly finished (his, their) lessons.

8. He is taller than (me, I), but I am younger than (he, him).

9. Nobody in the school could do (anything, nothing) with him.

10. She (brung, brought) a bouquet of lilacs to the teacher.

11. (These, Them) white lilacs smelled (sweetly, sweet) in the schoolroom.

12. Frank was (brought up, raised) on a farm.

13. (Them, These) are the rules the teacher (learned, taught) us.

14. (Set, Sit) here, Grandma, or (lie, lay) on this lounge.

15. (Was, Were) you ever in Washington? Have you (seen, saw) the White House?

16. If I (were, was) you, I should go there some day.

17. (Who, Whom) are you writing to?

18. Please give my message to (whomever, whoever) opens the door.

19. Everybody has (their, his) good qualities and (his, their) faults.

20. The ice cream tasted (deliciously, delicious), and the little frosted cakes tasted very (sweet, sweetly).

21. Neither the boys (or, nor) the girls recognized the stranger.

22. There (were, was) many soldiers in the town.

23. The small boy (don't, doesn't) remember what the color of those pretty flowers (was, were).

24. They have (gone, went) to the orchard, and they have (ate, eaten) some of (them, those) sweet apples from the corner tree.

25. George and (I, myself) had not heard of (him, his) losing the chance to go to high school.

Drill in Correct Use. After the test is over and you have learned thoroughly the correct word for every sentence, read these sentences aloud repeatedly. Select the proper word as you read, and try to increase your speed with each reading. Someone should listen (1) to make sure that you make no mistake, and (2) to time you.

2. Test: Choice of Words

In far Japan, it is said, signboards can be seen here and there on the highways, containing the following warnings to English-speaking travelers.

> ATTENTION
>
> *RULES OF THE ROAD*
>
> At the rise of the hand of policeman, stop rapidly. Do not pass him or otherwise disrespect him.
>
> When a passenger of the foot hove in sight, tootle the horn trumpet to him melodiously at first. If he still obstacles your passages, tootle him with vigor and express by word of mouth the warning, "Hi! Hi!"
>
> Beware of the wandering horse that he shall not take fright as you pass him. Do not explode the exhaust box at him. Go smoothingly by, or stop by the roadside till he pass away.
>
> Give big space to the festive dog that make sport in the roadway. Avoid entanglement of dog with your wheel spokes.
>
> Go smoothingly on the grease-mud, as there lurk the skid demon.
>
> Press the brake of foot as you roll round the corners, to save the collapse and tie-up.

Test. Have you a fairly large stock of suitable words always on hand, ready for use when you need them? Test yourself by trying to put into clear and forcible English the rules of the road given above. On a sheet of paper draw a signboard and print your improved rules on it.

Slang

Anybody can use slang. That takes no brains, study, good taste, or practice. Therefore speech like the following is heard on every street:

1. I am not a *speed bug*.
2. I am out for a *joy ride*.
3. Do you see that *roughneck*?
4. I mean that *guy* with the long face.
5. He 's a *crape-hanger*.
6. He *sure* is a *joy-killer*.
7. He *gets my goat*.
8. The whole *bunch* is *sore* at him.
9. Do you *get* me?
10. It 's a *cinch* he will not be elected.

Test. Clean the slang out of these sentences; that is, reword the meaning of each in good English. Can you give such improved sentences promptly or are you without the necessary ready and suitable words?

Drill in Correct Use. Having tested your stock of words, reread the preceding sentences rapidly several times, substituting acceptable, agreeable expressions for the slang.

3. Test: Letter Form

You may wonder about the passage on the opposite page, printed with numbered lines. It looks like a word puzzle. It is really a letter, but without punctuation marks or proper arrangement.

Exercise. 1. Examine the letter. Then copy the first three or four lines of it, as well as the last two or three, leaving a space for the part you do not copy.

2. Tell where each paragraph begins. Tell where punctuation marks belong. Can you do all this without help?

76 Independence Street Shenandoah Iowa October 2 1926
Miss May Taylor Care of Mark Twain School Kirksville Missouri Dear Miss Taylor You will be surprised to receive this odd letter It is without punctuation marks or proper letter arrangement I am sending it for a reason that will interest you because you are a teacher In the first place I must tell you that I know two of your pupils I mean Fred Brown and his sister Mary Their father and mother are old friends of mine Fred is a good boy as boys go but he does not know so much as he thinks he does Some boys are like that Mary on the other hand is a modest little girl she is so shy that everybody thinks she knows much less than her brother Fred Really she knows more Fred is always bragging It is his one big fault Now in the second place I must explain to you a little plan I have in mind I want to teach Fred a lesson It will do him good Please ask him and Mary and the other pupils in the class to copy this letter As they do so they are to arrange it in correct letter form They are to divide it into four paragraphs They are to insert punctuation marks where needed They are to try to do this without a single mistake It will be fun to see the finished letters I am sure Mary's letter will be better than Fred's He will be surprised to see that It will make him study harder And the other pupils will have surprises in store for them too Very truly yours Joseph K Rice

Correction. Some of the pupils may copy on the board instead of on paper. Then their work may be corrected by the class, and after that each pupil may check his own copy.

4. Looking Backward and Forward in Grammar

You have already studied grammar. Perhaps you did not know it at the time. When you learned about statements and questions, you were studying grammar. When you learned the difference between a noun and a verb, you were studying grammar. To be sure these are only the small beginnings of the subject, and now you will study the more difficult and interesting

parts. Before you do so, let us see how much you remember of what you have already learned.

Test. Try to answer the questions below and to follow the directions. The first ones are easy. The last are the most difficult. How far down the list can you go?

1. Ask a question about a cat.

2. Make a statement about a dog.

3. With what kind of letter does every sentence begin?

4. Write a sentence that asks something. With what mark does it end?

5. Write a sentence that tells something. With what mark does this sentence end?

6. Which of the following are sentences? Which are not?

a. Old Mother Hubbard went to the cupboard.
b. Little Jack Horner.
c. Sat in a corner.
d. He pulled out a plum.
e. An old woman lived in a shoe.
f. The sly old fox began to talk with the goose.
g. Little Red Riding-hood's grandmother.

7. Give a word that is a noun; another; yet another.

8. Give a word that is a noun. Add to it an adjective.

9. Give a noun together with three adjectives that describe it.

10. Give a word that is a noun. Add to it three adjectives. Make a sentence that has in it the noun with its three adjectives.

11. Give some words that are verbs.

12. Make a sentence containing one of your verbs and two adverbs.

13. Make a sentence containing a noun with two adjectives and a verb with two adverbs.

14. Try to name ten pronouns.

15. Make a sentence that contains at least one noun, two adjectives, one pronoun, one verb, and three adverbs. Write this sentence.

16. Write a sentence containing at least three nouns, three pronouns, three adjectives, three verbs, and three adverbs.

CHAPTER ONE

THE SENTENCE

1. What a Sentence Is

1. The black horse belongs to my father.
2. The black horse spent the day in the pasture.
3. The black horse galloped down the road.

Oral Exercise. 1. Each of the groups of words above expresses a thought about the black horse. Have you a thought about the black horse? What is it?

2. Express a thought about each of the following:

The good cow	John's dog	Mary
My little sister	The conductor	The sailor
This old book	The apple tree	That poor old man

When we speak or write we use words. We use words in groups that express complete thoughts. Such groups are called sentences. So we talk in sentences and write in sentences.

A sentence is a group of words expressing a complete thought.

Some groups of words are not sentences. The following three groups of words are not sentences:

1. The storm on the lake.
2. The sailor.
3. Is reading a story.

Each of these groups is unfinished. As it is, it does not make sense. We ask, "*What about* the storm on the lake? *What about* the sailor? *Who* is reading a story?"

It is very different when we say:

1. The storm on the lake *destroyed a fine ship.*
2. The sailor *swam to the shore.*
3. *The boy in the easy-chair* is reading a book.

Now we have groups of words that make sense. They express complete thoughts. They are sentences.

Oral Exercise. Read the following passage carefully and tell how many sentences it contains. With what kind of letter does each sentence begin? With what kind of mark does each sentence end?

It was glorious in the country. Cornfields were waving. Oats were green. Hay stood in great stacks in the meadows. On a sunny slope stood a pleasant old farmhouse. Near it flowed a little stream of water. Should you have liked to be there? Go with me to the country next summer.

Group Exercise. Let pupils write sentences on the board. The class will criticize these sentences. Is each a sentence? If not, what must be added to it to make it a sentence? Does each begin with a capital letter? Does each end with the proper punctuation mark?

Oral Exercise. 1. Some of the following groups of words are sentences; some are not. Point out those that are.

1. Washington carried the message.
2. He was a very young man.
3. The dense forests and deep snow.
4. Washington in uniform.
5. Then he put on an Indian costume.
6. The rivers were swollen.
7. A little later.
8. Joined by an Indian guide.
9. He discharged his gun at Washington.
10. Narrow escape from death.
11. He expected to cross on the ice.
12. There was no way of getting over.

13. He found the ice broken.
14. A raft on the river.
15. Washington fell into the water.
16. The cold water and ice.
17. They reached an island.
18. The travelers suffered.
19. No one dared to kindle a fire.
20. At last their journey ended.

2. Add words to the groups above that are not complete, so as to make sentences of them.

2. Making Interesting Sentences

You have learned that when you talk or write you use sentences. One may, however, use sentences that are interesting or sentences that are uninteresting.

Oral Exercise. Give a sentence suggested by each of the topics listed below. Let it be a sentence to entertain the class. It may amuse your classmates by being odd, or it may tell them some fact they did not know. Thus, using the first topic, you might give a sentence like one of these:

1. The boy's kite caught in the telegraph *wire* and lost its tail.
2. The unlucky politician pulled a *wire* that was charged.
3. *Wire* is made of copper, steel, silver, gold, or other metals.
4. The barbed *wire* took a fancy to the boy's new trousers and kept a small sample.

1. wire	8. ink	15. sugar
2. rope	9. soap	16. clock
3. pole	10. hair	17. nose
4. stick	11. dog	18. rabbit
5. string	12. fence	19. flag
6. paper	13. milk	20. bank
7. paint	14. tree	21. hat

Each sentence should be spoken distinctly and loud enough to be easily heard and understood.

Written Exercise. Pupils may write sentences suggested by the words in the preceding list. Now, however, each sentence

should contain at least two of those words. Some pupils may write on the board, in order that the class may criticize their work.

Class Criticism. Each sentence on the board should be read with the following questions in mind:

1. Is it an interesting sentence?
2. Does it begin with a capital letter, as every sentence should?
3. Is it followed by the correct punctuation mark?
4. Are there any mistakes in spelling?
5. Is the penmanship such that the sentence can be easily read?

Correction Exercise. Now check your own sentence or sentences with these questions in mind, and correct errors.

3. Vocal Drill

Perhaps you noticed, during a preceding lesson, that you had difficulty in understanding some of your classmates who were giving sentences. Some pupils do not speak loud enough or distinctly enough. These are serious faults, but a few minutes of vocal drill every day will do much to cure them.

Exercise. 1. Stand erect, hands at sides. Inhale slowly through eight slow counts, raising the arms until they are vertical. Hold the breath through four counts. Exhale explosively. Repeat several times.

2. Stand erect, hands at sides. Quietly but quickly, without raising the chest or shoulders perceptibly, take a deep breath. Exhale slowly, sounding *oo* softly about the middle of the vocal range, and go up one full tone and back. Continue as long as the breath lasts. Repeat several times.

3. Repeat the following nonsense rime, slowly at first, then more and more rapidly, but always distinctly, in a pleasant tone, and without too noticeable an effort:

Amidst the mists and coldest frosts,
With barest wrists and stoutest boasts,
He thrusts his fists against the posts
And still insists he sees the ghosts.

4. Words Sometimes Mispronounced

Not only do pupils often speak indistinctly and in a weak voice, but they also mispronounce words. The following list is given here both as a vocal drill and as a correct-pronunciation drill.

Oral Exercise. Pronounce each of the following words as the teacher pronounces it to you. Then, several times in succession without a mistake, pronounce the entire list rapidly, distinctly, and correctly.

catch	finger	squirrel	then	geography
can	linger	was	there	grammar
room	longer	were	therefore	arithmetic
broom	idea	this	these	reading
America	girl	that	those	writing

Dictionary Work. Look up a number of these words in the dictionary. Notice how their pronunciation is indicated there. Pronounce them as you see them before you in the dictionary.

5. Kinds of Sentences

1. Tom drove to the farm to-day.
2. Did Tom drive to the farm to-day?
3. Tom, please drive there to-morrow.
4. Tom will drive there to-morrow.

Oral Exercise. Are all four of these groups of words sentences?

What does the first sentence do — tell something or ask something? Does the second tell something or ask something? Which sentence expresses a command or request?

We see that sentences tell something, ask something, or tell some one to do something.

A declarative sentence is a sentence that tells something. As:

Benjamin Franklin was once a poor boy.
The door of Scrooge's countinghouse was open.

An interrogative sentence is a sentence that asks something. As:

How are you this morning?
Are you going to the circus?

NOTE. The word *interrogative* means "asking a question."

An imperative sentence is a sentence that expresses a command, a direction or instruction, or a request. As:

Hand me the end of the rope, George.
Go home!
Turn to the right. Go two blocks. Then turn left and go one block, straight into the post office.

Declarative, interrogative, and imperative sentences may be used as exclamations, expressing strong feeling. Thus:

Oh, we saw a beautiful sunset!
Oh, did you miss the sunset!
Give me my freedom, O King!

Such sentences are called **exclamatory**. They are followed by an exclamation mark.

Oral Exercise. Tell about each of the sentences that follow, whether it is declarative, interrogative, or imperative. What punctuation mark ends the declarative sentences? What kind of sentence always ends with a question mark?

1. The sun shone brightly all day.
2. Did it rain here yesterday?
3. The boys were playing basketball.

4. Do you know which team won?
5. When shall we three meet again?
6. The little brown house stood at the foot of the hill.
7. Who lives there?
8. You did not reply to my letter promptly.
9. Please write your name on this card.
10. There once lived in China a boy whose name was Aladdin.
11. Halt!
12. March!
13. I am glad to see you.
14. How are you?
15. Come to see me some day.
16. Come again.
17. Class, turn, rise, march to the door.
18. Great reduction sale will begin here Monday morning!
19. Drive slowly.
20. Do not feed the animals.
21. A balloon was sailing over the housetops.
22. Did you see it?
23. There it is!
24. Let me have the field glass.
25. I see a man in the basket.
26. How blue the sky is!
27. See the sea gull.
28. The beach was dotted with colored parasols.
29. A ship rode at anchor in the bay.
30. Are all the sailors on shore?
31. Shake well before using.
32. Mix with water before drinking.
33. Watch your step.
34. Pay as you enter.

Group Exercise. Let several pupils begin to write on the board the sentences called for in this exercise. Pupils remaining in their seats are to watch for errors. A pupil who discovers another's error takes his place at the board.

1. Make declarative sentences about (1) apples, (2) a dog, (3) something that you are planning to buy, (4) the street on which you live, (5) the work you intend to do when you are grown up.

2. Make interrogative sentences about these same subjects.

3. Make declarative, interrogative, and imperative sentences as called for by the pupils in their seats, who will say what these sentences are to be about.

6. Using Interrogative Sentences

In a certain school a lesson period is set aside once a week for asking questions. During that period the pupils, not the teacher, ask questions. Whatever a pupil wishes to know he inquires about. The answer comes not from the teacher but from the inquirer's classmates. Any one in the class who can answer does so.

All sorts of questions are allowed. Is there a book that tells of hunting lions in Africa with a camera? Why are girls' feet smaller than boys'? Why are automobiles required to carry number plates? Has any one in the class ever made a butterfly collection? In which month of the year is it best to begin a flower garden? How can we be sure that the earth is round? Which is larger, the sun or the moon, and how can we be sure? Why do many churches have steeples? Are mules more intelligent than horses? Are goats more intelligent than dogs? Who is the oldest man in the school district? Are there any poisonous snakes or poisonous insects in this school district? Are the brightest stars in the sky the largest ones? When will the next circus come to town?

Group Exercise. Rise and ask a question — any question that comes into your mind. It may not be an important

question. That does not matter. One of your classmates who knows the correct answer will rise and give it to you. Other pupils will ask and answer questions.

PROJECT: *THE QUESTION BOX*

Written Exercise. Write a question on a slip of paper. Fold the paper and place it in the question box on the teacher's desk. Before doing so, make sure that it contains no mistakes.

Oral Exercise. When the teacher calls your name, go to the question box and draw out a question. Read it aloud, that the class may know what it is. Answer it if you can. If you cannot, then say, "Can any one in the class answer this question?" Probably some classmate will give a satisfactory answer.

7. Drill in Correct Use

During the question-box game did you hear any mistakes in grammar? Did you or any other pupil say "I seen" or "I done" or "I have went" or something equally wrong? Common errors in grammar will be explained in this book, but they cannot all be explained at once. It will be best, therefore, for you to get rid of some of the most common ones now, without waiting for the complete explanation that is given later in the book.

Notice the two following rules:

1. It is incorrect to use the words *saw*, *did*, *came*, *rang*, *sang*, *drank*, and *went* with such words as *have*, *has*, *had*, *is*, and *was*.

I *saw* him. (NOT: I *have saw* him.)
He *did* it. (NOT: He *has did* it.)

2. It is correct to use the words *seen*, *done*, *come*, *rung*, *sung*, *drunk*, and *gone* with such words as *have*, *has*, *had*, *is*, and *was*.

I *have seen* him often. (NOT: I *seen* him often.)
He *has done* even greater things. (NOT: He *done* even greater things.)

Oral Exercise. Referring when necessary to the two rules stated on the preceding page, read the following sentences in their correct form:

1. I (seen, saw) the man, and the man (seen, saw) me.
2. I had (saw, seen) him before. Have you ever (seen, saw) me?
3. I wonder what he (done, did) with my book. What have you (done, did) with it?
4. Along (come, came) an ugly bulldog that I had never (saw, seen) before.
5. He had (come, came) out of my friend's house. He (come, came) straight for me.
6. I (rung, rang) the bell of my bicycle. When I had (rung, rang) it twice, they allowed me to pass.
7. We (sung, sang) the old songs that we have often (sung, sang).
8. The thirsty horses (drank, drunk) at the tank where they have (drank, drunk) since we came.
9. Have you ever (done, did) better work than this? Has he (did, done) better work?
10. I have often (went, gone) to the river. I (went, gone) there last week.

Drill. Read the preceding sentences repeatedly, selecting the correct words as you read, until with practice you can do so without hesitation or stumbling.

8. Using Imperative Sentences

1. Forward, march. Halt. Present arms.
2. Please tell me the best way to the nearest garage.
3. Shake before using. Mix thoroughly. Rub dry.

Oral Exercise. As you know, the sentences above are called imperative sentences. Do you know what an imperative sentence is? Turn to page 12 and see whether your statement agrees with the one in the book. Which of the preceding sentences express a command? What do the others express?

Giving Directions

Oral Exercise. 1. Using mainly imperative sentences, direct an inquiring stranger from the schoolhouse to the railroad station; to the post office; to the nearest moving-picture theater; to the nearest grocery; to the largest church; to your own home.

2. In the same way direct a new pupil in your class from the schoolroom to the first-grade room, if you are in a large city school; to the second-grade, third-grade, fourth-grade, fifth-grade, and eighth-grade rooms; to the hook in the cloakroom on which your hat is hanging; to the coal room.

Explaining How to Do or Make Something

Oral Exercise. What can you make or do particularly well? Can you make a whistle? An electric bell? A sled? An apron? Fudge? Cookies? Do you know the best way of polishing silver? Of washing and drying dishes? Of making a springboard? Of hanging a picture? Of sharpening a knife? Using mainly imperative sentences, tell your classmates how to do or make something about which you know enough to speak. The following list may suggest a subject:

1. How to Find the North Star
2. How to Pitch a Tent
3. How to Handle and Take Care of a Rifle
4. How to Paddle a Canoe
5. How to Swim
6. How to Learn to Swim
7. How to Get a Book at the Public Library
8. How to Make Griddlecakes
9. How to Make Lemonade
10. How to Care for a Cow
11. How to Hang a Barn Door
12. How to Wash Windows

13. How to Hang a Screen Door
14. How to Prove Addition
15. How to Make a Raft
16. How to Make a Cheese Sandwich
17. How to Make a Twine Holder
18. How to Play Checkers
19. How a Snowplow Works
20. How to Lay Shingles
21. How to Darn Stockings
22. How a Street is Paved
23. How to Operate a Radio Receiver

Group Exercise. After each explanation the class should call attention to the mistakes in English that the speaker made. Did he speak loud enough and distinctly enough? Did he stand erect and look at the class while speaking?

PROJECT: *THE LABEL EXHIBITION*

Written Exercise. Using mainly imperative sentences, write briefly directions for use such as might be printed on a box of shoe polish; on a bottle of witch-hazel; on a tube of tooth paste; on a box of cereal coffee; on an ice-cream freezer; on a tube of shaving soap; on a box of water colors; on a carpet sweeper.

Make or obtain a little box or tube and print your directions neatly on it. All these articles will be placed on a table where the class and visitors may inspect them.

Correction Exercise. Read your directions over. Does every sentence begin with a capital letter? Does every sentence end with a period?

9. Practice: Capitals and Punctuation Marks

The Appendix of this book begins on page 485. The first part of it, as you will see, gives the principal rules for the use of capital letters and punctuation marks.

Exercise. 1. Turn to the Appendix. How many rules do you see for the use of capital letters and punctuation marks? Do you see any rules that you already know?

2. Refer to rules 1, 19, 22, 23. Read these rules.

3. Write sentences to illustrate these rules. Point out what you have done to follow the rules.

10. What You Have Studied in This Chapter (One)

The following summary gives you a bird's-eye view of the chapter. Notice that the subjects are grouped under three headings: (I) Grammar; (II) Composition; (III) Review and Drill.

I. Grammar

The sentence (7)
Kinds of sentences (11)
- Declarative (12)
- Interrogative (12)
- Imperative (12)
- Exclamatory (12)

II. Composition

Making interesting sentences (9)
Using interrogative sentences (14)
- Project: *The Question Box* (15)

Using imperative sentences (16)
- Giving directions (17)
- Explaining things (17)
- Project: *The Label Exhibition* (18)

III. Review and Drill

Vocal drill (10)
Words sometimes mispronounced (11)
- Dictionary work (11)

Drill in correct use (15)
Practice: capitals and punctuation marks (18)

Note. The numbers in parentheses refer to pages.

CHAPTER TWO

PARTS OF SPEECH

1. Introduction

When a man builds a house, he uses different kinds of material. When you build sentences, you also use different kinds of material. If you had only words like *boy*, *city*, *house*, *wagon*, you could not express your thoughts, you could not build sentences, you could not make yourself understood. Just as a carpenter needs not only wood but also nails and screws, so you need not only words that are the names of persons, places, or things, as *woman*, *garden*, *hat*, but also words that express action, like *runs*, *sings*, *shoots*. And there are still other kinds of words that you need.

We must now learn something about each of the different kinds of words. Then we shall know better how to use them in making sentences.

2. Nouns

In the passage that follows, the words that are names of persons, places, or things are printed in italics. These words, and all words like them, are called nouns.

On a *day* in *September*, long ago, a *ship* sailed out of the *harbor* of *Plymouth*, in *England*. On *board* were *men*, *women*, *children*, — even some *dogs* and *cats*, — and they were all starting on the long *voyage* across the *ocean* to find a *home* on the strange, wild *shores* of *America*.

Exercise. Name things that you have in or on your desk. Name things you can see in the schoolroom. Name things you

can feel with your finger tips. Name things you saw or heard on your way to school.

All these words, and thousands of others, are alike in being names of things. They are called **nouns**.

Nouns tell the names not only of things that we can see or hear or touch, but also of such things as *joy*, *sadness*, *hope*, *fear*, *companionship*.

Exercise. 1. Point out all the nouns that you can find in these sentences. There are eighteen in all.

1. Once a tailor and a goldsmith were traveling together.
2. At evening the sun sank behind the mountains.
3. The men heard the sound of far-away music.
4. The moon had risen when they came to a hill.
5. Here they saw a crowd of little men and women.
6. An old man wore a coat of many colors.
7. His gray beard hung down over his breast.

2. Write five sentences, using at least ten of the nouns you found in the sentences above.

A noun is a word used as the name of anything — a person, place, or thing.

3. Selecting Suitable Nouns

I

Oral Exercise. Make sentences, using the nouns below in such a way as to make clear that you understand the difference in meaning between those of each group:

alligator	stanza	burglar	principal
crocodile	verse	thief	principle
artery	nephew	trader	return
vein	cousin	merchant	arrival

When you do not know the exact meaning of a word you wish to use (as, one of the nouns at the foot of the preceding page), what can you do?

II

COMPLETION TEST

At __1__, once in the olden __2__, on the rugged __3__ of one of the Crystal Hills, a __4__ of __5__ were refreshing themselves, after a toilsome and fruitless __6__ for the Great Carbuncle. They had come thither, not as __7__ nor __7__ in the __8__, but each, save one youthful pair, impelled by his own selfish and solitary __9__ for this wondrous __10__. Their feeling of __11__, however, was strong enough to induce them to contribute a mutual __12__ in building a rude __13__ of branches, and kindling a great fire of shattered pines, that had drifted down the headlong __14__ of the Amonoosuck, on the lower __15__ of which they were to pass the night. — HAWTHORNE, "The Great Carbuncle"

Exercise. Insert in each numbered blank in the preceding selection the most suitable noun, from the list below, bearing the same number. It will be interesting to see who in the class will choose the same nouns as Hawthorne chose.

1	2	3	4	5
nightfall	epoch	ascent	crowd	discoverers
evening	days	slope	group	travelers
twilight	age	bank	company	explorers
night	era	edge	congregation	adventurers
sundown	time	side	party	speculators

6	7	8	9	10
lookout	friends	enterprise	hunger	valuable
search	partners	undertaking	desire	jewel
quest	shareholders	adventure	longing	prize
pursuit	companions	game	hope	discovery
investigation	cronies	search	expectation	gem

11	12	13	14	15
brotherhood	aid	hut	motion	side
friendship	assistance	shanty	stream	shore
comradeship	help	shack	flow	slope
companionship	contribution	residence	current	bank
fellowship	relief	dwelling	tide	border

When you have filled the blanks, the teacher will tell you the nouns that Hawthorne himself used.

4. Using the Dictionary

Exercise. Find in the dictionary some of the nouns in the preceding lesson. Try to find them more quickly than any classmate.

Perhaps you have never noticed in the dictionary that each word is followed by a little letter that tells whether the word is a noun, a pronoun, a verb, or another part of speech. The following list contains some of the abbreviations used in the dictionary, and their meaning:

n. = noun	conj. = conjunction
pron. = pronoun	prep. = preposition
a. = adjective	interj. = interjection
adv. = adverb	sing. = singular
v. (followed by *t.* or *i.*) = verb	pl. = plural

Oral Exercise. Think of a noun. Find it in the dictionary. Is it followed by the abbreviation for noun?

The words in the dictionary are separated into parts called syllables. Thus, the noun *crocodile* is printed croc'o-dile; *alligator* is printed al'li-ga-tor. Notice the little mark (-) that separates the syllables, except when the accent (') separates them. That mark (-) is called a **hyphen** and should be used in writing when the parts of a word need to be separated, as when

a word is begun at the end of a line and the last syllable or syllables of it begin the next line.

Exercise. 1. Find in this book words that are begun at the end of one line and whose last syllable or syllables begin the next line. Why is the hyphen used with such separated words?

2. Separate into their syllables some of the words in the list of nouns in the preceding exercise. When you are in doubt where to divide a word, consult the dictionary.

5. Pronouns

1. George is playing with George's brother. **2.** The old man carried the old man's bundle on the old man's shoulder. **3.** A woman saw the old man. **4.** The woman called to the old man. **5.** The old man turned and went toward the woman.

Exercise. Can you improve the sentences above? What did you do?

It is convenient to have words that we can use instead of nouns. It saves repeating the nouns. A number of little words, among which are *he*, *she*, *his*, *her*, *they*, perform this important work of taking the place of nouns. They are called **pronouns**, which means "for nouns."

Some of the pronouns that we use all the time are:

I	you	he	she	it	we	they	who	which
my	your	his	hers	its	our	their	whose	what
me	yours	him	her		us	them	whom	that

Exercise. Point out the pronouns in these sentences and tell what noun or nouns each one stands for:

1. Tom, Mary, and Fred (Fred is my name) went to the river.
2. We had a canoe there.
3. I knew exactly where we had hidden it.
4. They helped me get it into the water.
5. Tom is my brother and Mary is his sister.

6. She knows how to paddle a canoe.

7. The current of the river is strong, but still we made good headway against it.

8. Some boys on the bank watched us.

9. They shouted to us, but we paddled right on until their shouts died away.

10. We saw no more of them.

A pronoun is a word used instead of a noun.

6. Adjectives

1. The *old* tree bears *red* apples.
2. The *gray* cat caught the *ugly brown* rat.
3. The *shrill* sound of the whistle was heard.
4. The *young* woman touched the *smooth* velvet.
5. The *hungry* boy ate the *sweet* cooky.

Exercise. 1. Point out the nouns in the first sentence above. Is *old* a noun? Is it the name of something? Does it add to the meaning of a noun? Which noun? To which noun does the word *red* add a meaning?

2. Point out the nouns in the other sentences above. Nearly every one of those nouns has a word added to it. This other word describes the noun with which it goes. Point out each of these describing words and tell what noun it describes, or modifies.

Here we have come upon a new and much-needed kind of word. Its work is to add to the meaning of nouns — to describe them, to modify them. We call these describing, modifying words, that add to the meaning of nouns (or pronouns), **adjectives.**

Exercise. Name the noun which each adjective in the following sentences modifies. The adjectives that you are to consider are printed in italics.

1. I am wearing a *gray* suit.
2. My *black* hat is on my head.

3. A *red* flower is in my buttonhole.
4. This is a *beautiful* day.
5. *That* man is my *best* friend.
6. He lives in *yonder* house.
7. This *fine* field of corn belongs to him.
8. All *those tall* trees are on his *large* place.
9. *Every* animal on the farm is his property.
10. The *white* and *black* bulldog is waiting for his master.

Some of the adjectives in the preceding sentences *point out* rather than describe the nouns to which they belong. For instance, the word *that* in the fifth sentence, the word *yonder* in the sixth, the word *those* in the eighth, are modifiers that point out, and therefore are different from such modifiers as *gray*, *black*, *honest*, *energetic*. But both kinds of modifiers add to the meaning of nouns and are therefore adjectives.

Exercise. 1. Pick out the nouns in the following passage and decide regarding each whether any adjectives either describe it or point it out:

As Mr. Pickwick stood on the bridge he gave himself up to the enjoyment of the bright and pleasant sky, the balmy air, and the beautiful appearance of every object. The river reflected the clear, blue sky. The long oars of the old fishermen dipped into the water with a clear and liquid sound, as their heavy but picturesque boats glided slowly down the stream. The ancient castle, with its roofless towers and massive walls, stood near the bank. — CHARLES DICKENS (Adapted)

2. Use the following adjectives in sentences. Draw a line under the noun that each adjective modifies.

rapid	bold	gay	pleasant	those	every
sleepy	studious	yonder	yellow	thick	happy

An adjective is a word used with a noun or a pronoun to point it out or to describe it.

7. Choosing Suitable Adjectives

Oral Exercise. 1. Two ragged boys are seated together in a street car. One of them is *quiet*, the other is *silent*. What is the difference? One of them is *hungry*, the other is nearly *starved*. What is the difference? One of them is *homely*, the other is *awkward*. What is the difference?

2. The ascent up a mountain side was *gradual*. Does this mean that it was *slow*?

3. John's promotion to the next grade is *probable*. Mary's is *certain*. Tom's is *possible*. In whose place should you prefer to be?

4. Is a *noisy* boy the same as a *happy* boy? Is a *noisy* boy the same as a *lively* boy?

5. What is the difference between a *mysterious* letter and a *secret* letter?

6. Give the opposite of each of these words: *quick, brief, correct, excellent, hopeful, serene, clean, happy, honest, deep, long, wide.*

7. Give the opposite of each of these adjectives: *lively, energetic, industrious, skillful, conceited, reliable, trustworthy, private, grave, familiar, generous.*

Oral Exercise. Use in a sentence each of the italicized words above.

8. Verbs

Exercise. Read each of the following incomplete sentences as it stands. Does it make sense? Is it a sentence? Now supply the word that is needed.

1. Marquette —— the way to the village.
2. There he —— many Indians.
3. He —— from wigwam to wigwam.
4. The chiefs —— him not unkindly.

5. Finally Marquette —— them all to a grand council.
6. The whole assembly —— with marked attention.
7. They eagerly —— him to stay with them.
8. But he soon —— the village.
9. Many Indians —— him as far as Lake Michigan.
10. In a canoe he —— that lonely and savage shore.

This important word in the sentence — the word that asserts action — is called a **verb**. Without verbs we cannot make sentences.

Most verbs assert action; that means not only action of the body, such as running, jumping, working, but also action of the mind, such as thinking, studying, deciding, working. Some verbs, however, make assertions that hardly include action of any kind. Thus:

He *is* here.
They *live* in yonder house.
She *appears* perfectly well.
The man *sat* quietly in his armchair.

Sometimes a verb consists of more than one word, two or more words being used together as a single verb. Thus:

I *shall write* that letter to-morrow.
I *shall be writing* other letters then.
He *would have gone* back to the old farm.
The room *was crowded* with children.
The gun *was loaded*.

Groups of words that do the work of a single verb are usually called **verb phrases**, but often they are called simply verbs.

Sometimes the words that make up a verb phrase are separated by other words. Thus:

I *shall* not *go*.
You *have* really *succeeded*.
They *might* easily *have hurt* him.

Exercise. Point out the verbs and verb phrases in the sentences that follow:

1. I rode for a long distance in one of the public coaches.
2. The coach was crowded, both inside and out, with passengers.
3. These were going mainly to the homes of relatives and friends.
4. It was loaded also with hampers of game, and baskets and boxes of delicacies.
5. Some boys addressed a host of questions to the coachman.
6. He wore his hat a little on one side.
7. A huge roll of colored handkerchief was tied about his neck.
8. His broad, full face beamed pleasantly.
9. He enjoys great consideration along the road.
10. I saw cheerfulness in every countenance throughout the happy journey.

A verb is a word that asserts something — usually an action — about a person, place, or thing.

9. Variety in Expression

Deerslayer helped his companion place the different articles in the canoe, which was already afloat. This was no sooner done than the two frontiersmen embarked, and by a vigorous push sent the light bark some eight or ten rods from the shore. Hurry now took the seat in the stern, while Deerslayer placed himself forward, and by leisurely but steady strokes of the paddles, the canoe glided across the placid sheet of water. Several times the men ceased paddling and looked about them at the scene, as new glimpses opened, enabling them to see further down the lake or to get broader views of the wooded mountains. — JAMES FENIMORE COOPER, "The Deerslayer"

Exercise. 1. Find three or four nouns that could be substituted for *companion* in the first line. Could the noun *acquaintance* be used? What is the difference between an *acquaintance* and a *comrade*? If you cannot think of other nouns for *companion*, consult the dictionary.

2. In the same way make as long a list as you can of adjectives that could be used instead of *vigorous*, *light*, *steady*, *leisurely*, *placid*; of nouns that could be used for *bark*, *sheet*, *scene*, *glimpses*, *articles*; of verbs that could be used for *helped*, *sent*, *placed*, *looked*, *embarked*, *glided*, *ceased*, *get*.

10. Letter Writing

Fred Gregory is spending his vacation at a little lake in the country, where his father has rented a cottage for the summer. One day Fred wrote his friend Tom the following letter:

A LETTER FROM FRED GREGORY TO HIS FRIEND TOM

16 Woodland Road
Clearwater, Iowa
July 24, 1926

Dear Tom:

You never saw a pleasanter place than this little lake. It keeps me thinking of the Glimmerglass in "The Deerslayer." Like the Glimmerglass, it is about three miles long and half as wide and has on nearly all sides thickly wooded shores. There are some cottages here, but I suppose the lake looks very nearly as it did a hundred years ago, when only hunters and Indians visited it.

I wish you were here with us. We have a canoe and a rowboat, and almost every day go exploring along the shores of the lake. I found a kingfisher's nest in the clay bank a few weeks ago. We had been wondering where this bird lived; we saw him every day or heard his rattle as he flew by our cottage. Our exploring trips are the best fun I ever had. I could give you a list, a page long, of all the plants and animals I have learned to know. There are ten different kinds of turtles in a water-box near our little dock, all of them found by either Elizabeth or me. Think of that!

I could tell you much more, but it is bedtime, and I must stop.

Your old friend,
Fred Gregory

Exercise. 1. What part of Fred's letter interested you most? Have you read "The Deerslayer"? If so, do you remember the Glimmerglass?

2. Imagine that you are Tom, to whom this letter is addressed, and write briefly as interesting a reply as you can.

Group Exercise. Three or four of the letters that the preceding exercise called for should be copied on the board. As the following numbered paragraphs are studied, the letters on the board should be corrected and improved by the class, the teacher writing the corrections as the class makes them.

1. Can you tell from Fred Gregory's letter the place and the time of writing? Does your letter to Fred mention the place where you wrote it, and does it give the date? Do the letters on the board give this information? The place of writing and the date together are called the **heading** of a letter. Supply your letter with its proper heading, if you have not done so already. Look at Fred's letter to see where the heading belongs and how it is written.

2. In Fred's letter the words "Dear Tom" form what is called the **greeting**. What is the greeting of each letter on the board? Supply your letter to Fred with a proper greeting, if you have not done so already. Look at Fred's letter to see where the greeting belongs and what punctuation mark follows it.

3. Fred's letter ends with the words "Your old friend, Fred Gregory." Refer to the letter to see how these are written. They make what is called the **ending** of a letter. Usually such phrases as "Yours truly," "Yours sincerely," "Yours respectfully," "Yours affectionately" are written above the name of the writer. What is the ending of each letter on the board? Supply your letter with an ending, if it has none. Consult Fred's letter to see just where the ending is put, how it is punctuated, and what words in it begin with capitals.

4. The main part of the letter, which contains what we have to say to the person to whom we are writing, is called the **body** of the letter.

Group Exercise. Let three or four pupils write on the board, the rest of the class on paper. As each part of the exercise below is completed, the class will make criticisms, each pupil comparing his own paper with the work on the board. Several groups of pupils may take their turn at the board before the entire exercise is finished. Rectangles (see below) should be drawn to indicate the letters and the envelopes.

HEADING
1912 Prairie Avenue
Chicago, Illinois
September 2, 1926

GREETING
Dear Mr. Gregory:

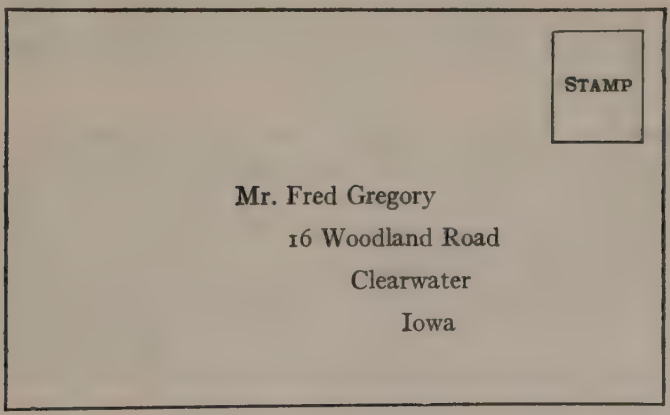
---BODY OF THE LETTER---

ENDING
Yours sincerely,
Henry W. Bradley

1. Write the appropriate heading, greeting, and ending for a letter from you to your father. Arrange these parts as in a letter (see the preceding page). Indicate the body of the letter by a few lines of dots or dashes.

2. In the same way write the framework for a letter to your friend Tom, who has gone to California; to your uncle, who lives in the South; to your mother, who is visiting your uncle; to your grandfather in Vermont. Pretend in each case that you are writing from a different city and at a different time.

3. Address the envelopes for these five letters. In order that you may address them correctly, study the following addressed envelope:



Written Exercise. Let each pupil write a short letter to one of his classmates. Perhaps the teacher will group all the pupils in pairs. Let the subject of the letter be "What I Should Wish if I Could Have Anything I Wanted." All the letters may be mailed in the class post office, and the class postmaster will see that each letter reaches the person to whom it is addressed. If it is incorrectly addressed, it will be returned to the sender.

Group Exercise. Some of the letters should be copied on the board in order that they may be read by the class. The following questions should be used in studying each one:

1. Is the letter interesting?
2. Are heading, greeting, and ending written correctly?
3. Is each sentence really a sentence, or does it need to have words added to make it complete?
4. Does each sentence begin with a capital letter?
5. Does each sentence end with a period or a question mark?
6. Can the nouns, adjectives, or verbs used be replaced by more suitable ones?

11. Adverbs

The boys are studying *now*. They are studying *here*. They are studying *quietly*. *Soon* they will be playing. They will play *noisily*. They will play *happily*. They will play *there*.

Exercise. 1. Which word tells *where* the boys are studying? Which tells *where* they will be playing? *When* will they be playing? Can you tell from the sentences *how* they will be playing? *How* are they studying?

2. Make a list of the italicized words in the sentences above that answer the question *where*; another list of those that tell *when*; and still another of those that answer the question *how*.

3. Write opposite each word in your three lists the verb (or verb phrase) which it modifies.

Words such as *now*, *here*, *there*, *quietly*, *noisily*, that are added to verbs to make their meaning clearer or fuller, are called **adverbs.**

Exercise. 1. In the sentences that follow, the words in italics are adverbs. Tell what verb each modifies.

1. The man called *again*, and *now* some children appeared.
2. *Immediately* the fun began.

3. *Gayly* and *boisterously* they romped *about*.
4. *Swiftly*, *gracefully*, they darted *here* and *there*.
5. *Presently* they sat *down* and read their books.
6. *Finally* one read *aloud* to the rest.
7. The girl read *slowly*, but *clearly* and *expressively*.

2. Write short sentences containing the following adverbs, drawing a line under the verb which each adverb modifies:

rapidly	boldly	pleasantly	soon	here	faithfully
noisily	gently	impatiently	now	where	differently
sleepily	often	happily	later	there	studiously

The name **adverbs** is given not only to words that modify verbs but also to words that modify adjectives.

Exercise. In the following sentences name the nouns; the verbs; the adjectives. What words modify adjectives?

1. Fierce lions attacked him.
2. Very fierce lions attacked him.
3. Exceedingly dangerous lions were in the cage.

In the sentences above, *very* modifies the adjective *fierce*, and *exceedingly* modifies the adjective *dangerous*.

Words that modify adverbs are themselves called adverbs. Such are the italicized words in the following sentences:

They motored rapidly.
They motored *too* rapidly.
They returned soon.
They returned *very* soon.

Here *rapidly*, an adverb modifying the verb *motored*, is itself modified by the adverb *too*, and the adverb *soon* is modified by the adverb *very*.

Exercise. 1. Adverbs, then, have three uses. What are they? Illustrate each in two sentences of your own.

2. Make a list of all the adverbs in the sentences that follow, and write with each adverb the verb, adjective, or adverb that it modifies:

1. He answered my eager question immediately.
2. The hunter was much too quick for the animal.
3. The laughing boys entered the building entirely too noisily.
4. Very soon a bright fire burned most cheerfully in front of our tent.
5. She smiled happily but would not say a single word.
6. Here and there we found some very pretty stones.
7. Everywhere one could see signs of the coming of spring.
8. Instantly the rider wheeled his horse about and, in the rapidly thickening fog, galloped boldly down the road.
9. His face was very pale and worn, but on it was legibly written the serene calm of his mind.
10. The runner could not have made a more serious mistake.
11. The automobile came swiftly along, chugging gently.
12. You are altogether wrong, and he is wholly right.

An adverb is a word that modifies a verb, an adjective, or another adverb.

12. Prepositions

The little words *of*, *to*, *from*, *at*, and others like them, are so important that sometimes the whole meaning of a sentence is changed by changing them. For example, if you compare the following sentences, you will find that the differences in meaning are due entirely to the words in italics:

The ball lies *on* the desk.	The ball lies *in* the desk.
The ball lies *under* the desk.	The ball lies *behind* the desk.
The ball lies *beside* the desk.	The ball lies *before* the desk.

In each of these six sentences the word in italics makes clear and definite the relation between the noun *desk* that follows it and the verb *lies* that precedes it.

A word that shows the relation of a noun (or pronoun) to some other word in the sentence is called a **preposition.**

The following list includes most of the prepositions that are commonly used:

above	beneath	on
across	beside, besides	over
after	between	through
against	beyond	to
along	by	toward
among	during	under
around	for	until, till
at	from	upon
before	in	with
behind	into	within
below	of	without

The noun or pronoun that follows the preposition is called the object of the preposition.

Thus, in *behind the house*, *house* is the object of the preposition *behind*; and in *around the barn*, *barn* is the object of *around*.

Exercise. The italicized words in the following passage are prepositions. Point out the object of each.

The 14th *of* August was the day fixed *for* the sailing *of* the brig "Pilgrim" *on* her voyage *from* Boston, *round* Cape Horn, *to* the western coast *of* North America. As she was to get *under* way early *in* the afternoon, I made my appearance *on* board *at* noon, *in* full sea rig, *with* my chest, containing an outfit *for* the two or three years' voyage which I had undertaken *from* a determination to cure, if possible, *by* an entire change *of* life, a weakness *of* the eyes which no medical aid seemed likely to remedy. — R. H. Dana, "Two Years before the Mast"

A preposition with its object is called a prepositional phrase. Thus, *in the basement*, *under the tree*, and *behind your chair* are prepositional phrases.

Exercise. 1. In the following sentences point out the prepositional phrases. Tell what part of speech the object of each preposition is.

1. After school the boys, one of whom was Tom, went down the road to the river.
2. Among the bushes they had hidden their canoe.
3. They put the light craft of wood and canvas into the water and paddled across the stream.
4. Without a word of explanation to any one they started into the woods for nuts.
5. After a tramp of several miles they came to some fine trees full of walnuts.
6. The tree of largest size stood at one edge of the clump.
7. Coming to this tree, the boys were delighted.
8. When they returned to their homes, they told the story of this expedition.
9. Their account of the trip was interesting in the extreme and full of exciting events.
10. They had seen two snakes of large size and had brought back one of them.
11. They decided on another tramp to the woods in a few days.
12. In a corner of the woodshed lies the bag of walnuts that Tom brought home with him.
13. On the day before Christmas Tom opened the bag of nuts and brought some of them into the house.

2. Use the following prepositions in sentences and name the object of each:

to	for	between	of	in
from	against	among	on	with
after	by	into	under	during

A preposition is a word that shows the relation of a noun or a pronoun (usually following it) to some other word in the sentence.

13. Word Study

Oral Exercise. Use the following pairs of verbs in sentences which show that you understand the differences in meaning. Refer to the dictionary when you do not know the exact meaning of a word.

auction	scheme	advise	offend
sell	plan	caution	injure
grunt	neigh	disguise	fall
groan	bray	hide	stumble

Oral Exercise. Make sentences to show that you understand the meaning of each of the following adverbs:

entirely	possibly	presently
wholly	probably	absently
completely	wisely	thoughtlessly
quite	cleverly	thoughtfully

Oral Exercise. 1. What is the difference between talking *to* a person and talking *with* him? Between throwing a ball *to* a boy and throwing it *at* him? Between mailing a letter *to* a friend and mailing it *for* him?

2. To how many does the first *them* below refer? To how many does *them* in the second sentence refer?

There was much argument *between* them. There was much argument *among* them.

3. What is the meaning of *besides* and *beside* in these sentences?

Besides me there was only my brother in the automobile. But my brother did not sit *beside* me; he sat on the front seat and I on the rear seat.

4. What is the difference between walking *in* the house and walking *into* the house?

14. Story-Telling

Would it not be pleasant if every pupil brought to school an interesting story to tell the class? Some of these might be about animals, others about boys and girls, still others about adventures in far-away lands; some might be about the boyhood of famous men, others about happenings in which you or some one you know took part; some might be funny, others sad, others exciting. What should you say if the teacher set aside some time every Friday afternoon for story-telling?

Oral Exercise. Find an interesting anecdote or short story, true or imaginary, and entertain your classmates with it during the "story hour."

Correction. 1. Did the story-tellers stand well and look their hearers pleasantly in the eye?

2. Did they speak loud enough? Did they speak distinctly?

3. Did they make any mistakes in grammar?

15. Vocal Drill

Exercise. 1. Stand erect, arms extended at the sides and on a level with the shoulders. Inhale slowly through eight counts. Hold the breath through four counts, at each count bringing the palms of the hands sharply together in front and on a level with the shoulders, then back sharply to the first position. Exhale explosively. Repeat several times.

2. Stand erect, chin in, hands on hips. Inhale slowly through eight counts. Hold through four counts. Exhale slowly through eight counts, sounding *oh* softly and making the sound as smooth and steady as possible. Repeat several times with *oo*; with *ah*.

3. Repeat the following nonsense rime, slowly at first, then more and more rapidly, but always distinctly, easily, and in a pleasant tone of voice:

To the windmills said the mill wheel,
"As the wind wills do you still wheel?"
"Yes, we still wheel as the wind wills,"
To the mill wheel said the windmills.

16. Drill in Correct Use

The verbs *set* and *lay* are among those that are often used incorrectly. They will be fully explained later. The present drill aims to help you to form the habit of using them correctly.

The verb *set* does not mean *sit*. It is incorrect to say, "Set here." "Sit here" is correct. *Set* means "place," "put," NOT "have a seat." Thus:

Set the jar on the shelf.
She *set* the basket on the table.

The verb *lay* does not mean *lie* or *recline*. It is incorrect to say, "The book *lays* on the table." "The book *lies* on the table" is correct. *Lay* means "place," "put," "put down in a place," NOT "recline," "rest," "lie in a place." Thus:

Lay your gloves on the chair.
She always *lays* her book on the table.

Oral Exercise. Select the correct verb for each of the following sentences:

1. The package (lies, lays) on the desk.
2. Lay your bundle here, but do not disturb the (setting, sitting) hen.
3. (Lay, Lie) on the lounge if you are tired.
4. If you want a rest, (set, sit) in the armchair.
5. Set the rocker here and (sit, set) in it.
6. The cow (lays, lies) in the shade of the tree.
7. The dog (sits, sets) before his kennel.
8. Set his dish near him where he (sets, sits).
9. The girl laid her purse on the counter, but it (lies, lays) there no longer.

10. (Lie, Lay) on the sand near the water. .
11. (Set, Sit) in the center of the boat.
12. Here (lays, lies) his cap, and there he (sits, sets) on the step.

Drill. Read the preceding sentences aloud repeatedly, selecting the correct verb for each as you do so.

17. Words Sometimes Mispronounced

Oral Exercise. Pronounce each of the following words as the teacher pronounces it to you. Then pronounce the entire list repeatedly.

again	chocolate	where	why
on	often	which	wheel
off	soften	when	whisper
office	listen	while	whale
orange	what	whereof	whither

Dictionary Work. Notice in the dictionary how the pronunciation of such words as *whale*, *while*, and *whisper* is indicated. Notice also at the bottom of each page in the dictionary the key to the pronunciation of each sound.

18. Conjunctions

Exercise. 1. Separate each of the sentences that follow into two statements. Thus, in the first, *school was dismissed* is a statement complete in itself; *the boys went home* also is a statement complete in itself.

1. School was dismissed and the boys went home.
2. Winter is here and Christmas is coming.
3. Autumn arrived and the pumpkins were gathered in.

2. In each of these sentences we have two distinct statements bound together by the word *and*. *And* is not the only word that is used to join statements. Observe the words in italics in the following sentences. Tell the statements that each one connects.

1. The storm ceased *but* the children remained indoors.
2. The dog barked *for* he heard a queer noise.
3. He bought a book; *therefore* he desired no magazine.

Connecting words like *and*, *but*, *for*, *or*, *therefore* are called **conjunctions.**

When two or more complete statements are connected in a sentence by a conjunction or conjunctions such as *and*, *but*, *or*, *therefore*, we have a **compound sentence.** Thus the following sentences are compound sentences:

1. The noisy boys ran down the street *and* the laughing girls returned to school.
2. Charles likes the city *but* George prefers the country.
3. Will you go with me *or* will you stay at home?
4. We went to Mary's house *but* she was not at home.

Conjunctions are used to connect not only statements but also single words and groups of words that may be used as parts of sentences. For instance, two or more nouns may be connected in this way, or several pronouns, or two or more verbs. Thus:

1. John *and* James went to town. (Two nouns, *John* and *James*, are here connected by the conjunction *and*.)
2. John went to town *and* returned. (Two verbs connected.)
3. The tall *and* graceful elm fell in the storm. (Two adjectives connected.)
4. She did it quickly *and* gracefully. (Two adverbs connected.)
5. They strolled in the fields *and* in the woods. (Two groups of words, *in the fields* and *in the woods*, connected.)

Exercise. 1. In the following sentences the conjunctions are in italics. They do not all connect statements. Tell what words or groups of words each conjunction connects, and when single words are connected tell what part of speech each of these is.

1. Wheat *and* corn were his main crops for several years.
2. The letter from the merchant was polite *but* unyielding.

3. He ate bread *and* butter for breakfast.
4. We shall go, *but* we shall return without delay.
5. He was my friend *and* daily comrade for years.
6. The man obeyed instantly *and* gladly.
7. Longfellow *and* Lowell both lived in Cambridge many years.
8. They worked *and* wrote *and* taught there.
9. I shall not go; *therefore* you may go.
10. He works hard; *therefore* he will succeed.
11. We shall go to Florida this winter *or* we shall stay right here.
12. Frank is reading *or* studying in his own room.
13. Lie down on the lounge *or* on the bed.
14. My brother will go to Cornell *or* to Columbia.
15. Harvard *and* Yale are old universities.

2. Write sentences containing:

1. Two nouns connected by *and*; by *or*
2. Two verbs connected by *and*; by *or*
3. Two pronouns connected by *and*; by *or*
4. Two adjectives connected by *and*; by *or*
5. Two adverbs connected by *and*; by *or*
6. Two complete statements connected by *and*; by *or*

A conjunction is a word that connects sentences or parts of sentences.

19. Practice: Capitals and Punctuation Marks

Exercise. 1. Turn to pages 485–490 in the Appendix, and refer to the following rules: 2, 4, 6, 7, 11, 15, 16, 20, 28, 32, 37, 38, and 42. Each of these rules has been illustrated in the lessons of the present chapter. Read each. Then find the page in this chapter where it is applied.

2. Write an illustration of each of these rules.

Test. As a test of your present ability to capitalize and punctuate correctly, write a passage from dictation.

Correction Exercise. 1. The passage will now be read to you again, but this time each capital letter and punctuation mark will be indicated, as well as the spelling of troublesome words. Correct your mistakes. How many are there? Make a record of the number, for future use.

2. Read your corrected passage aloud to the class, indicating capital letters and punctuation marks and explaining the reason for each.

20. Interjections

1. *Oh!* I'm glad to hear it.
2. *Hurrah!* They are rounding the point now.
3. *Bah!* I am disgusted with it.

Oral Exercise. Read the sentences above, omitting the words in italics. Is anything lost by leaving out these words? What is the difference between "Oh! I'm glad to hear it" and simply "I'm glad to hear it"? Does *Bah!* add any new meaning to the third sentence?

These exclamatory words, *bah*, *oh*, *pshaw*, *hurrah*, and others like them, emphasize the feeling with which a sentence is uttered. Such words are called **interjections**.

Observe that the interjections in the sentences are followed by exclamation marks. Sometimes interjections are followed by commas.

Exercise. Use the following interjections in sentences, and name the feeling you have tried to emphasize in each sentence, as, surprise, pleasure, longing, fear, anger, pain, disgust, approval, disapproval, or contempt:

ah	alas	pshaw	whew	fudge	hurrah
ha	heigh-ho	fie	tut	oh	ouch

An interjection is an exclamatory word or sound expressing strong feeling.

21. Game: *The Same Word as Different Parts of Speech*

As you have learned, it is the use of a word in its sentence that determines what part of speech it is. If it is used as a name, it is a noun. If it is used to describe a noun, it is an adjective. If it expresses action, it is a verb. And so on. Thus:

His *smile* was pleasant. (Here *smile* is a noun.)
The children *smile* at their teacher. (Here *smile* is a verb.)
Warm your hands at the fire. (Here *warm* is a verb.)
This is a very *warm* day. (Here *warm* is an adjective.)

The teacher will put on the board a long list of words, each of which (like *smile* and *warm* in the preceding sentences) may be used as more than one part of speech. The following words may be included:

can	play	smoke	figure	warm
pin	run	whistle	store	bark
work	study	watch	cook	lock
walk	hand	paint	paste	board
light	cost	nail	well	drink

Choose sides as for a spelling match. The first pupil on side A begins the game by using in a sentence any word from the list on the board. When he has done so, the first pupil on side B tries to use the same word in another sentence, but as a different part of speech. If he cannot do this, he takes his seat, whereupon his neighbor tries to use the word as required. If, however, he succeeds, he remains standing, and his neighbor now uses in a sentence another word from the list and challenges the second pupil on side A to use the same word as a different part of speech. When all the words have been used, the side that has the greater number of pupils still in the game is declared the winner.

22. Grammar Review

I

Exercise. 1. Which of the following groups of words are sentences?

1. Have you heard the news?
2. How strange it is!
3. This shows that the unexpected often happens.
4. Do not tell me that you have not heard it.
5. Do as you would be done by.
6. Tell me the name of your favorite book.
7. Have you ever read Cooper's "Deerslayer"?

2. What kind of sentence is each of the above? Change each declarative sentence to an interrogative sentence.

3. With what kind of letter does every sentence begin?

4. Give an imperative sentence containing two nouns, two adjectives, and two verbs.

5. Give an interrogative sentence containing every one of the eight parts of speech.

6. Make several declarative sentences, each containing the eight parts of speech.

II

Exercise. A schoolboy was asked to write eight sentences. He wrote what follows. Count and correct the errors he made.

1. Once upon a time long ago.
2. Can you remember that day and year.
3. Oh how interesting that story is
4. the longest day in the year comes in June.
5. When is the longest night in the year
6. have you ever studied grammer
7. I have studied it.
8. Many of the brave discoverers and explorers in the thrilling days after the first voyage of Columbus to America.

23. What You Have Studied in This Chapter (Two)

The following summary gives you a bird's-eye view of the chapter. Notice that the subjects are grouped under three headings: (I) Grammar; (II) Composition; (III) Review and Drill.

I. Grammar

Nouns (20)
Pronouns (24)
Adjectives (25)
Verbs (27)
Adverbs (34)
Prepositions (36)
Prepositional phrases (37)
Conjunctions (42)
    Compound sentence (43)
Interjections (45)

II. Composition

Selecting suitable nouns (21)
    Completion test (22)
Using the dictionary (23, 42)
Choosing suitable adjectives (27)
Variety in expression (29)
Letter writing (30)
Word study (39)
Story-telling (40)

III. Review and Drill

Vocal drill (40)
Drill in correct use (41)
Words sometimes mispronounced (42)
    Dictionary work (23, 42)
Practice: capitals and punctuation marks (44)
    Test: dictation exercise (44)
Game: *The Same Word as Different Parts of Speech* (46)
Grammar review (47)

Note. The numbers in parentheses refer to pages.

CHAPTER THREE

THE ESSENTIALS OF THE SENTENCE: SUBJECT AND PREDICATE

1. Introduction

In order that we may understand better what a sentence is, let us study a number of sentences more carefully than heretofore and notice particularly the separate parts of which they are made.

Exercise. 1. Make three sentences about each of the following, beginning each sentence with the words as they are given in the list. Thus:

The young man bought his brother a pocketknife.
The young man swam across the lake.
The young man drove rapidly to the nearest village.

The young man	The mosquitoes	Her friends
The old horse	Mr. Brown's automobile	The Indians
The runaway elephant	The powerful engine	Snakes
The trained poodle	Many school children	Susan
His picnic lunch	Mary's new hat	Our camp

2. Add words to each of the following groups of words so as to make complete sentences. Make three different sentences for each group of words. Thus:

The soldier *bought his brother a pocketknife.*
The little boy *bought his brother a pocketknife.*
John *bought his brother a pocketknife.*

1. —— bought his brother a pocketknife.
2. —— swam across the lake.

3. —— laughed at the funny sight.
4. —— told us an exciting story.
5. —— drove the cows into the creek.
6. —— was almost run over by the street car.
7. —— played hide and seek all evening.

2. The Two Necessary Parts of Every Sentence

Every sentence, whether long or short, consists of two parts.

One of these parts tells what the sentence is about. Thus, in the sentence "Horses run," the sentence is about *horses*. In the sentence "Boys play" the statement is about *boys*.

Exercise. In the following sentences tell what the statement is about:

1. Father works.
2. Mother sews.
3. My sister goes to school.
4. Frank studies hard.
5. Leaves rustle.
6. Winter approacnes.

The word or group of words that tells what the sentence is about is called the **subject.**

Exercise. Point out the subject of each of the following sentences:

1. Mary sings.
2. Rover barks.
3. The wind blows.
4. Coal burns.
5. Children imitate.
6. The sun shines brightly.

But, in addition to having a subject, the sentence must of course tell something about that subject. Else we have expressed no complete thought and have no sentence. It means nothing to say only:

The storm.

To make a sentence we must say something about the storm, about the subject. We can say:

The storm *howls*.
The storm *began with thunder and lightning*.

This added part, *howls*, or *began with thunder and lightning*, that tells something about the subject, is called the **predicate.**

Exercise. Give the predicate of each of the following sentences and tell what it makes a statement about:

1. Soldiers march.
2. Bands play.
3. Drums beat.
4. Banners wave.
5. Crowds cheer wildly.
6. Boys shout noisily.
7. Bugles sound at every corner.
8. Horses prance about.

Exercise. Draw a vertical line between the subject and the predicate of each of the following sentences. Thus:

The circus | will come to town to-morrow.

1. The elephants will be in the parade.
2. Father will take us.
3. Lions are dangerous animals.
4. The dangerous animals are in cages.
5. The clowns always make fun.
6. The big tent holds many people.
7. The camels are interesting.
8. The horses are beautiful.
9. The Japanese walks the tight rope.
10. The skillful jugglers will perform.

The subject of a sentence is that part of it which tells what the sentence is about.

The predicate of a sentence is that part of it which tells what is said about the subject.

Sometimes the subject consists of only one word, as in the sentence

Birds | fly.

Here the predicate too happens to be but one word. But both subject and predicate may consist of many words. Thus:

SUBJECT	PREDICATE
Beautiful *birds* with many-colored plumage	*fly* to and fro in the early morning sunshine.

Exercise. 1. Give predicates of more than one word, to make sentences in which the following words are used as subjects:

1. Boys	5. People	9. The Indian's canoe
2. Girls	6. Elephants	10. Our friends
3. School	7. The performance	11. A conductor
4. Owls	8. The sailboat	12. Money

2. Give subjects of more than one word for each of the following predicates:

1. —— are going to school.	6. —— will play after school.
2. —— will visit my mother.	7. —— has apples in his basket.
3. —— floated down the river.	8. —— wore an old hat.
4. —— is an interesting story.	9. —— had a picnic in the woods.
5. —— cannot work to-day.	10. —— was a leader.

3. Two-Minute Talks; Single Paragraphs

Oral Exercise. In order to entertain the class, select one of the newspaper headlines on the following page and expand or explain it in half a dozen sentences. Do not change it into a long story. Simply add enough to the bare headline to make it mean more to your listeners.

Thus, choosing the first headline, you might expand it into the following single paragraph:

CAR SKIDS AND HITS POLE

John Jones, one of the city's reckless drivers, learned a lesson yesterday, if these foolish persons can ever learn anything. He was driving at breakneck speed up Main Street during a drizzling rain. Suddenly the wheels of his car slipped. Jones lost control. Nothing he could do would stop the slipping vehicle. It glided swiftly along on the smooth pavement until a telegraph pole sharply told it to stop. It obeyed, but not until the pole had smashed its radiator. Why did the pole punish the innocent car rather than Jones himself, who escaped without a scratch?

1. CAR SKIDS AND HITS POLE
2. DOGS PLAYING IN ROAD ARE KILLED BY AUTOMOBILE
3. LITTLE GIRL LOSES DOLL, FINDS DOLLAR
4. PROMINENT CITIZEN JOINS CIRCUS
5. ELDERLY LADY CAPTURES BURGLAR
6. SEA SERPENT IS REPORTED SEEN IN MISSOURI RIVER
7. BOY SCOUTS WARN CHICKEN THIEF
8. OLDEST INHABITANT CELEBRATES ANOTHER BIRTHDAY
9. FRANK BENTON WINS DEBATING PRIZE
10. SCHOOLS CLOSED; PUPILS KNOW TOO MUCH

Class Criticism. As you speak the class will listen with these questions in mind:

1. Do you stand erect and face your listeners with confidence?
2. Do you speak loud enough and distinctly enough?
3. Are you successful in entertaining the class?
4. Do you stick to the topic of your headline?

Written Exercise. Choose another of the newspaper headlines given above and expand it in half a dozen sentences. Only a single paragraph is wanted. Therefore write only what has direct bearing on your topic.

4. The Principal Word of the Subject

No matter how long the subject may be, there is always some word in it that is the principal word. Consider the sentence

The brave, skillful sailors | saved the ship.

The entire subject consists of four words, *the*, *brave*, *skillful*, and *sailors*. Of these we can omit *the*, *brave*, and *skillful* without destroying the sentence. It now reads:

Sailors | saved the ship.

We see at once that without the words *the*, *brave*, and *skillful* the sentence still has meaning, — still is a sentence.

But if we omitted the word *sailors*, though we kept all the other words of the entire subject, we should no longer have a sentence. Without *sailors* the sentence would read like this:

The brave, skillful | saved the ship.

This makes no sense. In fact, it is not a sentence.

We see, then, that *sailors* is the **principal word of the subject.**

We saw that we could do without the words *the*, *brave*, and *skillful*. These are mere additions to the principal word, *sailors*, to explain or describe it, to add to its meaning. They are called **its modifiers.**

Consider the sentence

The brave captain of the company | was shot.

Of this sentence *the brave captain of the company* is the **entire** subject; *captain* is the principal word of the subject; and the other words, *the*, *brave*, and *of the company*, are the modifiers of the principal word.

Exercise. In the following sentences name (1) the entire subject, (2) the principal word of the subject:

1. The fine old house stood on the hill.
2. Tall, graceful trees grew at the side.
3. A huge dog lay on the front porch.
4. A little girl played on the lawn.
5. The girl's doll lay in a small wagon.
6. An elderly woman walked about with a cane.
7. The high, snow-capped mountains made a beautiful picture.
8. A little, insignificant village was in the valley.
9. The studious boy won the prize.
10. Many large trainloads of soldiers crossed the country.
11. Christmas comes once in a year.
12. The old horse spent most of his days in the pasture down by the creek.

5. Project: *Planning a Picnic*

Oral Exercise. Would it not be a good plan for your class to have a picnic some fine Saturday? Where could you go? There must be many suitable places that are not too far away. Make an interesting plan for a picnic. Tell it to the class.

You could arrange your thoughts in the following order:

1. *Where to go.* (Tell of different good places and why you think that the one you have chosen is the best. The expense.)
2. *When to go.* (When to return and how long the trip should take.)
3. *What to do.* (Perhaps you have been on picnics before and know what makes them especially enjoyable. Tell this. Perhaps, too, you have thought of something that has never been done on a picnic before.)

This arrangement of your main ideas is called an outline. It is always best to have a brief outline in mind before rising to speak.

After all the plans have been proposed, the class may decide by vote where to go, when to go, and what to do to make the picnic successful. This will mean further discussion. Committees may be chosen to make arrangements. Perhaps tickets need to be bought. Perhaps the school superintendent should be consulted. Who is to explain the plan to him and ask his advice?

6. The Principal Word of the Predicate

There is always a word in the predicate that is the principal, the essential, word. Consider the sentence

The man | drove slowly over the long bridge.

The whole predicate is *drove slowly over the long bridge*. We see at once that *drove* is the important word in the predicate. The word *slowly* and the group of words *over the long bridge*, which add to the meaning of *drove*, — explain it or describe it, — are the modifiers of *drove*.

The principal word of the predicate is usually some word (like *drove, runs, shouts, sees, jumps*) that asserts action. We call it the **verb.**

Exercise. In the following sentences point out (1) the entire predicate and (2) the verb (that is, the principal word of the predicate):

1. My father drove all night in that bad storm.
2. He shouted often and loud.
3. Deep snow covered the road.
4. A cold wind blew steadily from the north.
5. The horse stumbled unexpectedly in the deep snow.
6. The horse fell near the entrance to a farm.
7. Friends appeared at last with shovels and lanterns.
8. The horse jumped to his feet at once.
9. My father ran quickly into the farmhouse.
10. The neighbors helped gladly in all sorts of ways.

7. Paragraph Study

There is one feature of Fred's letter on page 30 that may have escaped your attention.

Oral Exercise. Into how many sections is the body of that letter divided? Can you tell why? What is the first section about? How many sentences are there in that section? What is the second section, or group of sentences, about? What is the third section about? Decide whether the following outline of the letter is a good one:

OUTLINE OF FRED'S LETTER TO HIS FRIEND TOM

1. Fred describes the lake.
2. Fred tells some of the things he has been doing there.
3. Fred regrets that he must close.

We see that Fred's letter falls into three sections, or paragraphs, because it contains three main ideas or topics.

A paragraph is a group of sentences that belong together because they all tell about one idea, or topic.

The first line of a paragraph begins a little to the right of the rest of the writing or printing. Refer to Fred's letter and notice how each of the three paragraphs begins.

Oral Exercise. 1. Go into your mother's kitchen while dinner is being prepared. Close your eyes. How many different sounds can you hear? What does each sound mean? What things can you smell, and do these various pleasant odors tell you what you will have for dinner? Now open your eyes. What do you see?

2. Tell briefly about the sounds, smells, and sights in your mother's kitchen. But divide your talk into three distinct parts and use the words *first, second, third* to begin the different parts. Let each part be more than a list.

Project. You and your classmates should now plan a letter to a school in another town or city. Let it tell the pupils of that school about your own town or city. What particularly interesting matters shall the letter speak of? Let every pupil name at least one. The teacher will write all the ideas on the board, in the order in which they are given.

The entire class may now read this list with the following questions in mind:

1. How shall the letter begin? With the first suggestion in the list? Would the second or the third suggestion make a better beginning?

2. What shall the last paragraph of the letter tell about? Shall it tell about the last idea on the board?

3. Can the ideas on the board be put in better order? Which should come first? Which next? Which after that? Let this outline be put on the board.

4. Can another outline be made? Is it better than the preceding one?

Each pupil should now choose the outline he prefers and write the letter planned above. The class will decide, when the letters have been read aloud, which shall be mailed to the school.

If your teacher has been able to arrange with that school for an exchange of letters on the same subject, the letter from that school may be copied on the board and studied. An outline should be made of it. How does it differ from the outlines made above? Which is the clearer? Which is the more interesting?

Subjects about which the class might write, instead of the one given at the beginning of this exercise, are:

1. A Fourth-of-July Celebration
2. A Decoration-Day Parade
3. A County Fair
4. A Circus
5. An Automobile Race
6. A Horse Race
7. A Baseball Game
8. A Spelling Match

8. Sentence Study

Some sentences cannot be separated easily into subject and predicate by beginners. Let us examine some of these in order that we may understand and overcome the difficulties they present.

The subject of a sentence does not always precede the predicate. Thus:

Predicate	Subject
Into the crowded street came	the soldiers.

Part of the Predicate	Subject	Part of the Predicate
Quickly, cautiously, bravely	the soldiers	dashed forward.

Exercise. Rewrite the following sentences so that the entire subject will precede the entire predicate:

1. In the middle of the night appeared this strange and fearful shape.

2. Down by the banks of the river we go.
3. But no sign of a bear could these excited boys find.

NOTE. The verb is *could find*.

4. Long, long afterward, in an oak I found the arrow.
5. On went her old brown jacket. On went her old brown hat.

In interrogative sentences the subject usually follows the predicate or part of it. Thus:

Where are *the scouts* going? (Instead of *The scouts* are going where? Observe that *are* and *going* are separated in the sentence as first given.)

What are *you* doing? (Instead of *You* are doing what? Observe that *are* and *doing* are separated in the question.)

Exercise. Read (1) the entire subject of each of these sentences and (2) the entire predicate:

1. Will you walk into my parlor?
2. Where are the snows of winter gone?
3. What will your father say to this?
4. Why should brave men fear these enemies?
5. Will your friend arrive pretty soon?

When the entire subject of a sentence precedes the predicate, the parts of the sentence are said to be in the **natural order.** If the predicate, as a whole or in part, precedes the subject, we have the **inverted order.**

Exercise. Give sentences that show subject and predicate in the natural order. Change them to the inverted order.

9. Variety in Expression

You have learned that the subject of a sentence does not always precede the predicate. Sometimes these are given in the inverted order; that is, the predicate or a part of the predicate precedes the subject. The reason for this inverted order is that

it expresses the meaning of the speaker better than the usual direct order. It gives the emphasis the speaker wants to give.

For example, to say

The frightened boy dashed to his father's house the moment the news arrived.

does not produce the same effect on the listener as to say

The moment the news arrived the frightened boy dashed to his father's house.

It will help you to speak and write better if you have practice in changing sentences from one order to another.

Oral Exercise. Change each of the following sentences to the inverted order; that is, place the predicate or part of it before the subject:

1. The child fell down the long steps.
2. They drove over the difficult mountain road in their high-powered car.
3. The bell pealed slowly, slowly, mournfully.
4. The excited boys hurried after the disappearing rider.
5. An odd mark was seen chalked on the front door of the new boy's home.
6. The soldiers crept cautiously and silently from one bush to another.
7. The man approached unsteadily and noisily, like a car on three cylinders.
8. The ink flowed from the overturned bottle like a little black waterfall.
9. The children scurried to the river at the unexpected sound of the boat whistle.
10. The baby crawled quietly and quickly to the open front door.

Written Exercise. Change the order of subject and predicate in each of the following sentences. Try to arrange each sentence in more than one way.

1. The magician adroitly exchanged hats before the very eyes of the unsuspecting, unseeing young man.

2. The kite was blown furiously about in the rising windstorm.

3. The frightened cat was seen at bay clinging to a tree.

4. Down, down, down he went to the bottom of the sea.

5. At the sight of the eagle, into the shrubbery leaped the rabbit.

6. With a loud crash fell the giant oak.

7. The hunter sat still for a long time at the sight of the noble stag.

8. They listened eagerly and anxiously in that crowded waiting room to learn the fate of the ocean liner.

9. The good news came at last over the radio.

10. That interesting picture of the laughing boy returned pleasantly to their delighted minds long afterwards.

10. Further Sentence Study

We have considered the sentence whose predicate, in whole or in part, precedes its subject. There are still other kinds of sentences that cannot be separated easily into subject and predicate by beginners in grammar.

A. The Subject Not Expressed

Sometimes the subject of a sentence is not expressed. This is usually the case in sentences that express commands or requests.

In such sentences the word *you*, meaning the person or the persons spoken to, is usually the subject understood. Thus:

Be brave! means (*You*) *be brave!*
Do it now! means (*You*) *do it now!*
Pass me the bread means (*You*) *pass me the bread.*

B. The Introductory Word *There*

Frequently sentences begin with the words *There is* or *There are*. Thus:

There is a bear in the next tent.
There are several lions in the next tent.

Of course the subject of each of these sentences is not the word *There*. Neither sentence is about *There*. On the contrary, the first sentence is about a bear and the second about several lions. *There* is a word used merely to begin each sentence.

CORRECT USE

We must be careful not to begin a sentence with *There is* when it should begin with *There are*. When the subject of the sentence is plural, that is, means "more than one," *There are* (or *There were*) is correct and *There is* (or *There was*) is incorrect. Thus:

There are some boys who like machinery and tools.
There is some truth in what you say.
There are persons who like fine books better than fine clothes.
There are good arguments on your side of the question.

Exercise. Insert either *There is* or *There are* in each of the following blanks, and give the reason for your choice:

1. —— many interesting animals in that menagerie.
2. —— some boys who have not seen this circus.
3. —— a crowd of people waiting in front of the big tent.
4. —— men and boys in the crowd.
5. —— girls there who have bought their tickets.
6. —— more children here than at school.
7. —— a carload of apples in that fruit house.

Drill. 1. Read these sentences aloud several times as rapidly as you can, inserting the correct form — *There is* or *There are* — as you read. Try to increase your speed without loss of distinctness of speech.

2. In the same way insert either *There was* or *There were*.

Exercise. Make interesting sentences of your own, beginning each with the words *There is*, *There are*, *There was*, or *There were*.

C. Independent Words

In each of the following sentences the word in italics is independent of the rest of the sentence. Each sentence is complete without the independent word. Therefore that word is to be disregarded when the subject of the sentence is being named.

1. *George*, why do you not answer the question?
2. *Poor girl!* I am sorry for her.
3. *Friends*, I am glad to see you here this evening.
4. That day, *alas*, can never return.

In the first sentence the noun *George*, followed by a comma, shows that somebody is speaking or calling to the boy. We say that the noun *George* is used **independently in address**. It is not the subject of the sentence. The word *you* is the subject.

In the second sentence *Poor girl* is an exclamation. We say that the noun *girl* is used **independently in exclamation**.

The word *alas* in the fourth sentence is an independent word. Read the sentence without it; the meaning is the same as with it. The word *alas* is separated from the rest of the sentence by commas. It is used like a word or group of words in parentheses.

Exercise. In the sentences that follow pick out the nouns used as independent elements and tell which are independent in address and which are independent in exclamation:

1. George, please hand me that book.
2. The men who fought in the Revolution! where are they now?
3. Mr. Chairman, I rise to address this meeting.
4. My country, 'tis of thee we sing!
5. Alas, poor Yorick! I knew him, Horatio!
6. Officer, are you going to arrest this man?
7. Nonsense! the rain will not hurt you.
8. O mighty Cæsar! dost thou lie so low?
9. Dear Friend, your letter reached me yesterday, and I hasten to reply.

10. Daniel Webster! what a great statesman and orator **he was!**
11. Rain, rain, go away; come again some other day!

D. THE COMPOUND SUBJECT AND THE COMPOUND PREDICATE

1. *John* and *James* returned to the camp.
2. John *laughed* and *talked* all the way.
3. James *grumbled* and *scolded.*
4. The *fish* and the *turtles* were in the boat.
5. The general *came* and *saw* and *conquered.*

When two nouns (or pronouns), both the subject of the same verb, are connected as in the first sentence above, we have a **compound subject.** In the second sentence above, the two verbs *laughed* and *talked*, both having the same subject, *John*, and connected by *and*, make a **compound predicate.**

Exercise. 1. Here are four sentences. Which have compound subjects? Which have compound predicates?

1. The noisy boys | ran down the street.
2. The noisy boys and the laughing girls | ran down the street.
3. The noisy boys | ran down the street and entered the bookstore.
4. The noisy boys and the laughing girls | ran down the street and entered the bookstore.

2. Make a sentence that has a compound subject. Make one that has a compound predicate.

When a sentence consists of one subject and predicate, it is called a **simple sentence.** The subject may be a compound subject, and the predicate may be a compound predicate; still the sentence would be a simple sentence. It is only when the sentence consists of more than one subject and predicate that it is not a simple sentence. Thus:

1. John laughed. (SIMPLE SENTENCE.)
2. John and Mary laughed. (SIMPLE SENTENCE. There is one subject and predicate; the subject is compound.)

3. John laughed and shouted. (SIMPLE SENTENCE. There is one subject and predicate; the predicate is compound.)

4. John and Mary laughed and shouted. (SIMPLE SENTENCE. It has only one subject and predicate: both the subject and the predicate are compound.)

5. The boy teased the girl until she cried. (This is not a simple sentence, for there are two subjects and predicates. Place a period after the word *girl* and cross off the conjunction *until*. It is now clear that we have two sentences, each with one subject and predicate.)

11. Drill in Correct Use

I

Oral Exercise. 1. Read the following sentences several times, selecting the correct word for each as you read:

1. There (is, are) many pupils studying English.
2. There (are, is) people who cannot speak correctly.
3. There (is, are) some persons who use the best English.
4. There (are, is) a strong argument on our side.
5. There (are, is) some interesting paintings in the art gallery.
6. There (was, were) dozens of boxes on the shelves.
7. There (were, was) many strangers in our city yesterday.
8. There (was, were) several things I had to do then.
9. There (is, are) a handful of marbles in his pocket.
10. There (are, is) some persons who are generous.

II

Review and Drill. Read again, on pages 15 and 41, what you have learned about certain troublesome words. Reread the drill sentences there; then, in the same way, read the following:

1. Who is that (setting, sitting) on the front seat?
2. (Sit, Set) here and tell me what you (done, did).
3. What is that (laying, lying) in your car?
4. Have you been (sitting, setting) and (laying, lying) around there all day?

5. I thought you had (went, gone) to town.
6. John (come, came) yesterday, but he has (went, gone) away.
7. They have (rang, rung) the bell, and they have (done, did) other things.
8. I (seen, saw) that they had (drank, drunk) too much coffee.
9. I have (did, done) that myself.
10. Have you ever (sang, sung) anything like that before?

12. Vocal Drill

Exercise. 1. Stand erect, hands on hips with fingers extended over the upper abdomen. Inhale slowly through eight counts. Try to feel the working of the muscles under the fingers. Hold breath through four counts. Exhale explosively. Repeat.

2. Stand erect, hands on hips. Inhale quickly. Hold through four counts. Exhale slowly through eight counts, sounding *oh-ee-ah* softly and smoothly to the end.

3. Slowly at first, then more and more rapidly, but always speaking distinctly, read the following sentences repeatedly:

1. A big black bug bit a big black bear.
2. The pedagogue in his wig will drag the wag from the gig.
3. He kept his hat on his head when he was in his hut.
4. Lucy likes light literature.
5. The tinsmith tampered tenderly with the temperature.

13. Words Sometimes Mispronounced

Oral Exercise. Pronounce each of the following words as the teacher pronounces it to you. Then, rapidly, distinctly, correctly, pronounce the whole list repeatedly.

cause	base	yesterday	thrown
because	library	almond	thorough
before	February	salmon	cow
behind	contrary	through	now
vase	surprise	throw	how

Dictionary Work. Look up in the dictionary several of the words on the preceding page. Can you find them quickly? Observe how each word is divided into syllables. Notice the hyphen, the accent mark, and how the pronunciation is indicated.

14. Game: *Making Sentences*

One pupil proposes a word or a group of words as the subject or the predicate of a sentence that he asks a classmate to complete. Thus, the following words or groups of words might be proposed for subjects of sentences:

John
The winding path through the meadow
Many old-fashioned buildings

The following might be proposed for predicates of sentences:

wandered aimlessly in the woods
invited us to take a walk
stood on both sides of the deserted street

If the classmate makes a sentence, using correctly the words given, he in turn may propose the subject or the predicate for a sentence to be made by another pupil, and so on until every pupil has both called for and made a sentence. Interesting and sensible suggestions and sentences should be made.

15. The "*and*" Habit

The habit of using too many *and's* is due partly to the fact that speakers fail to drop the voice and make a clear-cut pause at the end of each sentence.

Oral Exercise. Read the first paragraph which follows. How can you improve it? Compare it with the second paragraph. Tell what has become of each *and*, *and so*, *and then*. Now cover the second paragraph with a sheet of paper and re-read the first

aloud, improving it as you read. Improve and read aloud in their improved form the other paragraphs. As far as possible during this exercise, use short sentences. Begin some of your sentences with such words as *when*, *while*, *as soon as*, *since*, *because*, and *although*.

One day some boys and I went into the woods and we looked everywhere for nut trees and we hoped to take home a bagful of walnuts. We could find no walnuts and so we made up our minds to go to another woods and gather hickory nuts and soon we had enough and then we decided to go home and our parents were much pleased when they saw what we had.

One day some boys and I went into the woods. We looked everywhere for nut trees, for we hoped to take home a bagful of walnuts. Since we could find no walnuts, we made up our minds to go to another woods to gather hickory nuts. As soon as we had enough, we decided to go home. When our parents saw what we had, they were much pleased.

Mary had been given permission to have a party and she invited many of her schoolmates and when the day arrived they all came and some of them brought her presents and of course Mary was very much pleased and they all had a most pleasant time and they were very glad that they had been invited.

Some little children were playing on the shore of a lake and suddenly one of them fell into the water and the others screamed for help and a man was working in a field near by and when he heard the cries he ran to where the children stood and then he waded into the water and pulled the little girl out and she was crying and the man talked with her and in a little while she stopped crying and began to laugh and soon she was back at her play.

The first day of school arrived and we knew that the long vacation was over. We strapped our books together and at half past eight George and I started off and on the street we met many other children and some were glad and some were sorry that school was beginning

again. We reached the school grounds and there we saw that a flagpole had been put up during the summer and a beautiful new flag was flying in the breeze and I began to feel very glad that I was there with so many other children all looking up and admiring the flag and when our teacher arrived we gave three cheers for the flag.

16. Practice: Capitals and Punctuation Marks

Exercise. 1. Find the following rules in the Appendix: 8, 24, and 33. Read each and the illustrations that are given with it. Then write two illustrations of your own for each rule.

2. Point out the rules that you have learned in earlier lessons. Read each, together with the illustrations. Write an illustration of your own for each of these rules.

Test and Practice. Proceed as you were directed in the test and correction exercises on pages 44–45. Do you seem to have made any improvement since then in the correct use of capital letters and punctuation marks? Keep your record for each test.

17. Grammar Review

Exercise. 1. Which of the following groups of words are sentences? Each group that is a sentence must have a subject and predicate. What is the subject of each? What is the predicate?

1. The grizzly bear is named from the grayish-brown color of his fur.
2. The old grizzly bear in the cave in the mountains.
3. Bears sleep most of the winter.
4. The snow-white fur of the polar bear.
5. He lives in the snow fields of the North.
6. Polar bears swim and dive in the cold water.
7. The hunters in those regions.
8. Much damage was done by bears in the West.
9. The angry settlers in that Western valley.
10. The two old bears lived alone on that mountain side.

2. Separate each of the following sentences into its subject and its predicate. Then point out the principal word of the subject and the verb.

1. The old schoolhouse stood by the roadside.
2. The tall elm was admired by visitors.
3. Breakfast came at seven.
4. The mysterious matter was soon explained.
5. His manners were most agreeable to all.
6. The tired horse limped all the way home.
7. The thunderstorm frightened the child.
8. My father bought a dictionary.
9. The lazy boy failed in school.
10. The miner dug five years in one place.
11. The miner loafed five years in one place.
12. You were born in that noisy city.
13. The lawyer defended his old friend.
14. No successful career is gained by mere dreaming.
15. Once upon a time there lived in the Catskills a very old man.
16. Be brave.
17. George, where is your book?
18. Both the men and the women fought that terrible fire.
19. The happy children played and ran about and shouted all afternoon.
20. Soldiers, the enemy is back of yonder hill.
21. The poor old man walked slowly down the road.
22. The veteran soldier returned immediately to the fort.
23. The Indian guide stole noiselessly through the woods.
24. Many pleasant days passed quietly and uneventfully.
25. Here for many years the thirsty drank from the miraculous pitcher.
26. There is another day on the way.
27. Go and do thou likewise.
28. Men, women, and children stood on the ship's deck.
29. Away they sped around the dangerous curve.
30. There are, my son, more books on the subject.

18. What You Have Studied in This Chapter (Three)

The following summary gives you a bird's-eye view of the chapter. Notice that the subjects are grouped under three headings: (I) Grammar; (II) Composition; (III) Review and Drill.

I. Grammar

The subject of a sentence (51)
The predicate of a sentence (51)
The principal word of the subject (53)
The modifiers of the principal word of the subject (54)
The principal word of the predicate — the verb (55)
The modifiers of the verb (55)
Natural and inverted order of subject and predicate (58)
The subject in imperative sentences (61)
The introductory word *there* (61)
Correct use (62)
Words used independently in address and in exclamation (63)
The compound subject and the compound predicate (64)
The simple sentence (64)

II. Composition

Two-minute talks; single paragraphs (52)
Project: *Planning a Picnic* (55)
Paragraph study (56)
Project: *A Letter to Another School* (57)
Variety in expression (59)
The "*and*" habit (67)

III. Review and Drill

Drill in correct use (65)
Vocal drill (66)
Words sometimes mispronounced (66)
Dictionary work (67)
Game: *Making Sentences* (67)
Practice: capitals and punctuation marks (69)
Test: dictation exercise (69)
Grammar review (69)

Note. The numbers in parentheses refer to pages.

CHAPTER FOUR

THE ESSENTIALS OF THE SENTENCE: PREDICATE WORD, OBJECT

1. The Principal Word of the Subject

Exercise. Point out the principal word of the subject in each of the following sentences. Read each sentence without that word. Is it still a sentence?

1. The old mill stood by the roadside.
2. The tall vase was admired by visitors.
3. The bell rang promptly at nine.
4. The mysterious letter was soon explained.
5. His way of speaking was most agreeable to all.
6. The tired children had lost their way.
7. The thunderstorm cleared the air.

We see that without the principal word of the subject we cannot express complete thoughts and cannot have sentences.

The principal word of the subject is one of the essential, one of the necessary, parts of every sentence. This we learned some time ago.

2. The Verb

Exercise. Pick out the verb of each of the sentences which follow. Then read each sentence without its verb. Does it still express a complete thought? Is it still a sentence?

1. My father built a radio set.
2. The lazy boy at last finished his lesson.
3. The miner dug and dug in vain.

4. The miner became rich.
5. You spent two years in that noisy city.
6. The lawyer gave his old friend sound advice.
7. A successful career awaited the bright and energetic boy.

Without verbs we cannot make sentences. The verb is one of the essential, one of the necessary, parts of every sentence. This too we have known for some time. Now, after this brief review, let us go a step farther in the study of the essentials of sentences.

3. The Predicate Word

Exercise. Is each of the following groups of words a sentence? Does each express a complete thought? Which do not? Does each contain two of the necessary parts of every sentence — a subject and a verb? Point these out in each sentence.

1. John is.
2. The boy became.
3. The book was.
4. The apple tastes.
5. Our teacher seems.
6. The girls were.

We see that the groups of words above are not sentences. Yet each of them contains a subject and each contains a verb. It is clear that sometimes a subject and a verb are not enough to make a sentence. Something more is needed.

Let us add words to the foregoing incomplete sentences in order to make sentences of them.

1. John is *happy*.
2. The boy became *angry*.
3. The book was *interesting*.
4. The apple tastes *sour*.
5. Our teacher seems *pleasant*.
6. The girls were *studious*.

Exercise. 1. What word in the first sentence above is described by the word we added, the adjective *happy*? What is the subject of that sentence? The verb *is* is little more than a link in that sentence, coupling together the subject and the word which describes the subject.

2. Study the other sentences as you have just studied the first.

We see that in some sentences there is needed, besides the subject and the verb, a third word to make the sentence complete. This third essential part is a word in the predicate but describing, explaining, or defining the subject of the sentence. It is called the **predicate word.**

Exercise. 1. Add a predicate word to each of the groups below so as to make sentences of them. Remember that your predicate word must describe or define the subject of the sentence.

1. The pudding tasted ——.
2. The music sounds ——.
3. He is ——.
4. I am ——.
5. The weather continues ——.
6. The story seemed ——.
7. The water feels ——.
8. The air felt ——.
9. I shall be ——.
10. This rose smells ——.

2. Add a predicate word to those groups of words below that are not sentences without it, but do not add a predicate word when the subject and the verb already make a complete sentence.

1. Water freezes.
2. Ice melts.
3. Peaches taste.
4. Father seemed.
5. Leaves fall.
6. Mary is.
7. The game was.
8. Games are.
9. Her voice sounds.
10. Spring has returned.

The predicate word may be an adjective, a noun, or a pronoun. Thus:

1. George is *industrious.* (ADJECTIVE)
2. George is *captain.* (NOUN)
3. George is my *brother.* (NOUN)
4. George is a tall *boy.* (NOUN)
5. It was *I.* (PRONOUN)
6. This is *he.* (PRONOUN)
7. The rain felt *cold.* (ADJECTIVE)

Exercise. Pick out the predicate word in each of the following sentences, and tell whether it is noun, pronoun, or adjective:

1. McKinley was president.
2. Summer is pleasant.
3. The fruit is ripe.
4. The street is clean.
5. The park is beautiful.
6. Mary is my sister.
7. Mary is a studious girl.
8. That is she.
9. The policeman was very brave.
10. Girls are sometimes brave.

The predicate word may be modified. Thus:

1. He is a bold *sailor*. (The predicate word *sailor* is modified by *a* and *bold*.)
2. She was a brave young *woman*.
3. The day was very *disagreeable*. (The predicate word *disagreeable* is modified by *very*.)
4. The apple tasted unusually *sweet*.

Exercise. Point out the predicate word in each of the following sentences. Name the subject which it describes or defines. Name the verb which acts as a link or a coupling between the predicate word and the subject. Make a list of these verbs as you study the sentences.

1. The day was beautiful.
2. It seemed a perfect day.
3. The flowers smelled sweet.
4. The air felt fresh and cool.
5. It was bracing.
6. Old men became younger under its influence.
7. The song of birds was most pleasant.
8. Everything was satisfactory.
9. We were completely happy.
10. Breakfast tasted delicious.
11. Our friends appeared cheerful.
12. We became enthusiastic over early morning rising.
13. The grass was still wet with the early morning dew.

The verb most commonly used as a link between the subject of a sentence and the predicate word is the verb *is* (in its various forms, *am*, *are*, *was*, *were*, etc.). Other verbs used as links, and therefore sometimes called **linking verbs**, are *seem*, *appear*, *look*, *sound*, *taste*, *smell*, *feel*, *become*. If you will remember this list, you will often find it useful in your speaking and writing.

We must distinguish between a linking verb followed by a predicate word and a verb modified by an adverb. The sentences which follow illustrate this difference:

1. John looked happy. (LINKING VERB FOLLOWED BY PREDICATE WORD. *Looked*, when a linking verb, has nearly the same meaning as *is*.)
2. John looked about. (VERB MODIFIED BY THE ADVERB *ABOUT*)
3. John looked cautiously about. (VERB MODIFIED BY TWO ADVERBS)
4. The girl grew tall. (LINKING VERB FOLLOWED BY PREDICATE WORD. The verb *is* can be used in place of *grew*.)
5. The girl grew rapidly. (VERB MODIFIED BY THE ADVERB *RAPIDLY*. The verb *is* cannot be used in place of *grew* here.)

Exercise. Examine the foregoing sentences again. In the first, what does the predicate word *happy* describe? Can we say *happy John*? In the third sentence, do *cautiously* and *about* describe the subject? What kind of *John* would a *cautiously John* be? or an *about John*? It is clear that *cautiously* and *about* modify the verb *looked* and do not describe the subject. Study the other sentences above in the same way.

Exercise. In each of the following sentences pick out the linking verb and its subject; then point out the predicate word and tell what part of speech it is:

1. The old doctor was a good man.
2. He looked kind and thoughtful.
3. He seemed a happy man.

4. His friends were all kinds of people.
5. Their song in church sounded most pleasant.
6. Their voices sounded sweet.
7. They were good voices.
8. Gradually the old man grew too old for work.
9. But he continued a helper till the end.
10. His influence became far-reaching.
11. His life was a blessing to many people.
12. The last days were the pleasantest of all.
13. His memory grew very dear.
14. Tom was the youngest of his half-dozen sons.

CORRECT USE

I. Since the predicate word describes, explains, or defines the subject of the sentence, an adverb cannot be used as a predicate word. Adverbs never modify nouns.

Notice the following correct forms:

1. Mr. Jones feels *sick* this morning. (NOT: *badly*)
2. Old Mrs. Smith looks *unhappy* to-day. (NOT: *unhappily* or *badly*)
3. The music sounds *beautiful*. (NOT: *beautifully*)
4. The rose smells *sweet*. (NOT: *sweetly*)
5. This medicine tastes *bitter*. (NOT: *bitterly* or *badly*)

II. Since the predicate word describes, explains, or defines the subject of the sentence, the same pronouns that may be used as subjects may be used as predicate words. If a pronoun cannot be correctly used as the subject, it cannot be correctly used as the predicate word, of a sentence.

Notice the following correct forms:

This is *I*. This is *he*. (NOT: This is *me*. This is *him*.)
This is *she*. This is *we*. (NOT: This is *her*. This is *us*.)
This is *they*. (NOT: This is *them*.)

The predicate word in a sentence is the noun, pronoun, or adjective standing in the predicate but describing or explaining the subject.

4. Selecting the Predicate Word

A. Overworked Words

Some words have been used so much that they have a faded, worn-out, old, and dull look. It is best not to use these when you can find something fresher, shinier, more interesting, more telling.

One of these overworked words is *good*. The following sentences, that you hear every day, show this:

1. The dinner was good.
2. The color of his skin was good.
3. The child was good.
4. The father was good to his family.
5. The watchdog was very good.
6. The watch was good.
7. The steel of the knife blade was exceedingly good.
8. The ink was good.
9. The weather was good.
10. The apples were good.

Oral Exercise. 1. For the predicate word *good* in each of the preceding sentences suggest others that tell more, — are fresher and more pointed. Thus, for *good* in the third sentence above, you could use *obedient, quiet, sweet-tempered, polite, deserving*.

2. In the same way make a list of adjectives that could be used in place of the more ordinary predicate words in the following sentences:

1. The bride looked *sweet*.
2. The music sounded very *sweet*.
3. The flowers smelled *sweet*.
4. The food was *good*.
5. The play was *great*.
6. The scene looked *great*.
7. The pie tasted *fine*.

8. The water felt *fine.*
9. The singing sounded *fine.*
10. The perfume smelled *fine.*
11. The car is *wonderful.*

Drill in Correct Use. Having found suitable predicate words to replace the worn-out ones in the two groups of sentences above, read each group aloud repeatedly, substituting (as you read) fresh words for those in italics. As you become accustomed to using these more telling words, try to increase your speed in reading the improved sentences.

B. Exaggerated Expressions

Some words are incorrectly used. They do not mean what the speaker intends. Thus, *awful* is used when *unpleasant* is all that is meant. In the same way *dreadful, terrible, frightful, horrible* are used for *disagreeable, painful, bitter, laughable, awkward,* or words of similar, milder meaning. The following sentences show predicate words that are incorrectly used:

1. His manners are simply *awful.*
2. Her new hat is *frightful.*
3. The heat at noonday was *terrible.*
4. Her walk is *awful.*
5. The car sounded *terrible.*
6. The glare of the sun was *frightful.*
7. His laugh is *awful.*
8. His batting was *terrible.*
9. Her serving was *shocking.*
10. The food tasted *awful.*
11. The music was *rotten.*
12. The acting was *rotten.*
13. The air in the theater was something *fierce.*
14. Her dress was a *scream.*
15. Her hair was a *fright.*

Oral Exercise. For each of the unsuitable, exaggerated predicate words in the preceding sentences make a list of more appropriate words. Thus, for *frightful* in the sixth sentence above you could use *blinding, uncomfortable, unpleasant, unendurable, unwelcome, disagreeable, distressing, irritating, annoying, severe, oppressive.*

Drill in Correct Use. When you are able to improve each of the sentences above without delay, read them aloud repeatedly and rapidly, making the necessary substitutions as you read.

C. Slang

Oral Exercise. What does each of the following sentences mean? Notice how difficult it is to state these meanings in clear and respectable English. For each slang expression used make a list of more suitable predicate words.

1. They are a bunch of crooks.
2. He thinks he is the whole cheese.
3. You are not the only pebble on the beach.
4. That story is a corker.
5. The salesman was a good mixer.
6. George was a real feller.
7. Who 's the goat?
8. That is a sure bet.
9. He 's a two-spot.
10. She 's a peach.
11. He 's some guy.

Drill in Correct Use. As soon as you can substitute without hesitation an agreeable expression for each slang phrase in the preceding sentences, read the list aloud repeatedly, speaking distinctly and rapidly, making improvements as you go. Perhaps the teacher will take your time as you read, in order to see how much you can increase your speed by practice.

5. Telling Patriotic Stories

Written Exercise. What, for you, is the most thrilling event in American history? Is it the discovery of America? Is it Paul Revere's ride? Is it the signing of the Declaration of Independence? Is it Washington's crossing the Delaware? Is it the battle of Saratoga? Is it the freeing of the slaves? Is it the battle between the *Monitor* and the *Merrimac*? Is it Château-Thierry?

Think over the history of America and decide which event you like most to remember. Then write a brief account of it. When you have finished writing, read your account over to see where it can be improved. In particular, make sure that you have begun it with an interesting sentence and that it ends with a well-rounded closing sentence.

Project. Working together with your classmates, make a book of your and their written accounts of thrilling events in our country's history. Let each account be inspected by a committee of pupils and then improved in accordance with the committee's suggestions. Perhaps several designs for the cover of the book will be offered. The most suitable might be provided with the following title:

THRILLING EVENTS IN OUR COUNTRY'S HISTORY

Oral Exercise. Now that the war is over, what opportunities are there for patriotic deeds? Perhaps you can give a little talk to the class on this great question after you have thought about and answered each of the following:

1. Would the United States be a better country than it is if every citizen were a high-school graduate?

2. Could a country in which there were few schools, in which many people were sickly, dirty, rude, hungry, ragged, and even dishonest,

be changed so that all its citizens would be high-school graduates, healthy, clean, courteous, well fed, well clothed, and honest? How could this be done? How hard a fight would it mean?

3. How can you help your country in the matter of obeying its laws? Which particular laws?

4. Does your going to school and learning many things help the country? How?

5. Can you make a list of things that a good citizen would do to help his town, his school district, his neighbors?

6. Memory Selection

THE AMERICAN'S CREED

I believe in the United States of America as a government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign Nation of many sovereign States; a perfect union, one and inseparable; established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.

I therefore believe it is my duty to my country to love it; to support its Constitution; to obey its laws; to respect its flag; and to defend it against all enemies. — WILLIAM TYLER PAGE

7. Letter Writing

A LETTER FROM PHILLIPS BROOKS TO A LITTLE GIRL

Venice, Italy
August 13, 1882

Dear Gertie:

When the little children in Venice want to take a bath, they just go down to the front steps of the house and jump off and swim about in the street. Yesterday I saw a nurse standing on the front steps, holding one end of a string, and the other end was tied to a little fellow who was swimming up the street. When he went too far, she pulled in the string, and got her baby home again. Then I met another

youngster, swimming in the street, whose mother had tied him to a post by the side of the door, so that when he tried to swim away to see another boy, who was tied to another post up the street, he couldn't, and they had to sing out to one another over the water.

Is not this a queer city? You are always in danger of running over some of the people and drowning them, for you go about in a boat instead of a carriage, and use an oar instead of a horse. But it is ever so pretty, and the people, especially the children, are very bright and gay and handsome. When you are sitting in your room at night, you hear some music under your window, and look out, and there is a boat with a man with a fiddle, and a woman with a voice, and they are serenading you.

Pretty soon, now, you will go back to Boston. Do go into my house when you get there, and see if the doll and her baby are well and happy (but do not carry them off); and make the music box play a tune, and remember

Your affectionate uncle
Phillips

Project. Write a letter to a boy or girl in Venice, telling about the streets of your own city. There are many things you can say that will be interesting to some Venetian school children — about the hard pavements, the street cars, the horses, the automobiles, and the various happenings in the streets. Arrange your ideas in the best order, and when you write do not put in one paragraph what belongs in another. While you write think of the receiver of your letter and write as entertainingly as you can.

Half the class may write the letter suggested above. The other half may write replies, each pupil pretending that he is a boy or girl in Venice and answering the particular letter he has received. Letters and replies may be sent through the class post office.

Group Exercise. Several of the letters should be copied on the board or read aloud slowly, so that the entire class may

study the words used by the different writers. Can better nouns be used for some of those in the letters? Try to find a better verb for each one in the letter. When you have done that, study the adjectives and adverbs in the same way. The teacher will rewrite each letter as pupils suggest improvements.

Written Exercise. Plan a letter to a boy or girl in England or France, or in Venice, that will tell him about our Fourth of July. You can make the body of the letter consist of three paragraphs. Thus:

OUTLINE

1. Why we celebrate the Fourth of July
2. How it used to be celebrated when my father was a boy
3. The modern, saner celebration

The last part could contain personal experiences, an account of things that you yourself have seen or done. Perhaps you can make a different outline. Write the letter.

Group Exercise. Let several of the foregoing letters be copied on the board. Now let the class bring to bear on them all the knowledge it has gained in its English studies. Let the following questions, one at a time, be asked in regard to each letter. As the class suggests corrections and improvements, the teacher may rewrite each letter by the side of the original.

1. Are heading, greeting, and ending written and punctuated correctly?

2. Is the letter divided into clear-cut paragraphs, showing that a careful outline was made before the writing began?

3. Are any sentences incomplete; that is, without either a subject or a predicate?

4. Does the first word of every sentence begin with a capital letter? Do all the sentences end with the proper punctuation marks?

5. Are any of the words poorly chosen? Can better nouns or better verbs be suggested for some of those of the writer?

6. Would the letter be more successful if it contained more adjectives or more adverbs? What telling adjectives can be suggested as modifiers of some of the nouns? What good adverbs can be inserted to add to the meaning of some of the verbs?

7. What mistakes in English are there? The correct form should be put in the place of each incorrect form.

8. Examine each predicate word. Is it correct? Can a better word be substituted?

8. Drill in Correct Use

Oral Exercise. Read the following sentences aloud repeatedly, selecting the correct word for each as you read and trying to increase your speed as you become surer of the correct words:

1. Who is it? It's (me, I).
2. Is it (he, him)? Is it (her, she)? Is it (me, I)?
3. Isn't it (she, her)? Isn't it (him, he)?
4. It is not (us, we), and it is not (they, them).
5. It might have been (him, he) or (she, her).
6. It could not have been (me, I).
7. The song sounded (sweet, sweetly) and (beautifully, beautiful).
8. He, poor fellow, feels (unhappily, unhappy).
9. His medicine tastes (bitter, bitterly).
10. The flowers smelled (pleasantly, pleasant).
11. He appeared (strong, strongly) and looked (brightly, bright).
12. It is (I, me) who feel (badly, sick).

Review and Drill. Review the drills on pages 15, 41, and 65. Then read aloud repeatedly the following sentences:

1. There (is, are) some boys who have never (saw, seen) a rhinoceros.
2. (Set, Sit) on this chair and I will tell you what I (done, did).
3. Where has he (went, gone), and what has he (did, done)?
4. He hasn't (came, come) yet.
5. Lay your book there, set your cane yonder, and (sit, set) here.
6. Have you (seen, saw) that strange dog (laying, lying) there?

7. They have often (sang, sung) those old songs.
8. I (seen, saw) the cat (lying, laying) on the bed.
9. He (done, did) his lesson (sitting, setting) in the car.
10. It was (me, I) that (saw, seen) him when he (done, did) it.
11. I never (seen, saw) a picture that looked more (beautiful, beautifully).
12. Here (lays, lies) a bowlder. Here I (saw, seen) it years ago.

9. Vocal Drill

Exercise. 1. Stand erect, hands at sides. Inhale quickly. Hold through four counts. Exhale slowly through four counts, pause, exhale slowly through four more counts, pause; then continue as long as there is breath in the lungs, but do not strain at the end.

2. Do the same, but exhale, sounding *oo* softly and steadily; sounding *oh*, *ah*, and *ee*.

3. Repeat several times each of the following sentences, speaking distinctly and in a pleasant tone:

1. Did you say a nice house or an ice house?
2. Did you say I scream or ice cream or mice scream?
3. Take tape to tie the cape.
4. Did you cross the creek in coming?
5. Shall she sell sea shells?

10. Words Sometimes Mispronounced

Oral Exercise. Pronounce the following words as the teacher pronounces them to you. Then read the entire list aloud rapidly, distinctly, and correctly.

instead	hog	potato	flower
interest	radish	tomato	shower
interesting	raspberry	cauliflower	elm tree
interested	pumpkin	cabbage	athletic
horse	dumpling	muskmelon	athletics

Dictionary Work. Look up the pronunciation of several of the words above. You know what it is; see how the dictionary indicates it. Besides, note how much else is told about each word: its division into syllables, its meaning, and sometimes its history. See particularly *dumpling*, *cabbage*, *athletics*, *pumpkin*, and *raspberry*.

11. The Object

Exercise. 1. Each of the following groups of words contains a subject and a verb. Which of the groups are sentences? Which need a word besides subject and verb to make sentences of them?

1. The stars twinkle.
2. The owl hoots.
3. The wind blows.
4. Dogs bark.
5. The man makes.
6. Mary cut.
7. My brother broke.
8. The boy caught.

Let us now complete the groups above that are not sentences.

1. The man makes *brooms*.
2. Mary cut her *finger*.
3. My brother broke the *window*.
4. The boy caught *fish*.

2. Are the words that we added predicate words? Does each describe or explain the subject of the sentence? If it does not, it cannot be a predicate word.

Consider the sentences above once more.

a. The first sentence is

The man makes brooms.

The verb *makes* expresses action. The noun *brooms* names the result or the object of that action.

b. The third sentence is

My brother broke the window.

The verb *broke* expresses action. The result, the receiver, the object of that action is named by the noun *window*. We may call the noun *window* the object of the verb *broke*.

The object of a verb is the word that names the result, the receiver, the object of the action expressed by the verb.

Not all verbs are followed by objects.

Exercise. In the following sentences point out the subject of the verb, the verb itself, and the object of the verb:

1. The Indian bent the bow.
2. The trapper caught the beaver.
3. The young men built a summerhouse.
4. Then they launched the canoes.
5. The guide showed the way.
6. They killed three large deer.
7. The dogs chased a moose.
8. One boy cut his hand.
9. The physician bandaged the boy's hand.
10. That accident ended his summer outing.
11. The children tasted the grapes.
12. Do you like sour apples?

The object of a verb may, like any other noun or pronoun, have modifiers. Thus:

1. The dog caught a squirrel.
2. The dog caught a beautiful gray squirrel.
3. The train injured the man.
4. The train injured the poor careless old man.

Exercise. In each of the following sentences, pick out the object of the verb:

1. The players kicked the ball to and fro.
2. The ball smashed a large plate-glass window across the street.
3. A policeman examined Tom, Fred, and some other boys.
4. The owner of the house accepted the boys' explanation.

5. They paid one dollar for the damage done.
6. Can you make aprons and dresses without help?
7. The unfortunate child spilled ink on the tablecloth.

12. Beginning Well and Ending Well

The first sentence in a talk or letter or story should arouse the attention of the hearer or reader. It should be interesting.

Exercise. 1. Which sentence in each of the following pairs would make a better beginning for a talk or a letter or a story?

1. Yesterday I was going to school and I heard somebody crying.
2. A loud scream suddenly came from the mill pond as I was going to school yesterday.

3. I have nothing to do this morning, and I think I will write you a letter.
4. I am glad I have time to write to you this morning, for I have some interesting news to tell you.

2. Write a sentence that would make an interesting beginning for a talk or a letter or a story. Then read it to the class, who will tell you what they think of it.

The last sentence of a composition is as important as the opening sentence. It should end the composition in a live way, not in a weak, tired way as if you yourself had lost interest. It should be a strong sentence. Observe the difference between these two closing sentences:

1. My mother did not like it because my new suit was spoiled.
2. I will leave you to imagine what happened when I reached home.

Exercise. Write a sentence that would make a suitable closing sentence for the talk or the letter or the story of which you wrote the beginning sentence in the preceding exercise. When you have a sentence that you think is interesting and strong, read it to your classmates to see whether they agree with you.

Oral Exercise. Here is an interesting subject to think and talk about: "How I Would Spend One Hundred Dollars if It Were Given Me to Use as I Pleased." There will probably be as many different plans for spending the money as there are pupils. Your classmates will be curious about your plan.

13. Review: The Essential Parts of Sentences

Exercise. 1. Name the subject and the verb of each of the following sentences:

1. I can prove this statement.
2. The excited boy rang the famous old bell.
3. The children played circus.
4. The temptation became very great.
5. The field of wheat looked golden-yellow.
6. I am an American sailor.
7. All was quiet there.
8. The trapper held his gun under his arm.
9. His grandfather left a large sum of money.
10. Read the next paragraph.
11. The newcomers lost their way in the woods.
12. They were afraid.
13. The cavalry scattered the little band of patriots.
14. They seemed a mere handful before such an attack.
15. The general surveyed the field with satisfaction.
16. Quickly the men built a barricade.
17. These people were a peace-loving people.
18. They did not look quarrelsome.
19. Their friends remained neutral.
20. Distant fields are always green.

2. If there is also a predicate word, point it out and show that it describes the subject of the sentence.

3. Point out the object in each of the sentences whose verbs have objects.

Exercise. Name the essential parts of each of the following sentences, and write them without the other words of the sentences. Thus, the subject of sentence 16 in the preceding exercise is *men*; the verb is *built*; the object is *barricade*. The essentials written without their modifiers make this sentence:

Men built barricade.

1. Susan has brought the books from the library.
2. Somebody always borrows my new pencil.
3. The weather continued cloudy for another day.
4. Reading maketh a full man.
5. Do that work immediately.
6. The tall buildings looked spectral in that fog.
7. Then those excited boys took some photographs of streets and skyscrapers.
8. We photographed a crowd of people in front of the Tribune Tower.
9. The hero of the disaster was only a boy.
10. The children slowly drove the lazy cows up the lane.
11. This pleases all of us.
12. The water snake looked very large.
13. Its head surely seemed swollen.
14. Birds have wonderfully keen eyes.
15. Your secret will keep until the end of time.
16. We loafed about for a day.
17. The physician listened carefully to the poor man's breathing.
18. He walked rapidly to the nearest town.
19. He was a rapid walker.
20. Our trip undoubtedly was most enjoyable.
21. This young man had never seen an airplane.
22. My grandmother never saw an automobile.
23. Did you ever see a stagecoach?
24. Without metal tools he could not cut the stone.
25. These simple people had a simple language.
26. The savage could harden the tip of his wooden spear in the fire.

27. A certain apothecary discovered the bones of an elephant in a gravel pit near London.

28. These wide-awake pupils studied the history of their country with great interest.

29. He grew older and wiser together.

30. That fine field of hay is the property of a young farmer.

14. Useful and Useless Words

Careless persons often spoil much of their speaking by beginning their sentences with *say*, *listen*, *now*, *why*, *well*, and other useless words or by following many of their statements with *See?* or *Do you see?* or *You know what I mean.* These words and phrases, so employed, are useless because they add nothing to the thought or to the clearness or to the interest of the sentences to which they are attached.

There are, on the other hand, a number of words that are often very useful for beginning sentences. To have them on the tongue's end makes it easier to pass from one sentence to the next. They are convenient helpers in speaking and writing. The following list contains some of these:

Therefore	To be sure	Other things being equal
Accordingly	As a matter of fact	As a rule
Consequently	On the contrary	In the first place
As a result	Moreover	Above all
It follows that	Nevertheless	In general
Meanwhile	On the other hand	For example
For that matter	Notwithstanding	In this connection

Oral Exercise. Give two sentences, connected in thought, and begin the second with one of the words or groups of words from the list above. Make sentences for each word or group of words. Thus:

1. The earth is round.

2. *Therefore* the masts of a distant ship are seen on the horizon long before the hull is in view.

3. It was the time of my summer vacation.

4. *Nevertheless* I was studying one of my schoolbooks.

5. I will not go swimming to-day.

6. *On the contrary*, I have decided to stay in my room and write letters.

Group Exercise. Several pupils' compositions should now be copied on the board. The class may then try to improve them by inserting, at the beginning of as many sentences as possible, words from the preceding list.

15. Practice: Capitals and Punctuation Marks

Exercise. 1. Turn to the Appendix, pages 485–488. Refer to the following rules: 3, 5, 10, 18, and 20. Write an illustration for each of these rules.

2. Read rule 27 and study the illustrations; that is, read each sentence without the comma. Now, for the entertainment of your classmates, try to make up similar sentences showing the importance of the comma in them.

3. If you cannot make up the sentences called for in the preceding paragraphs, tell where a comma should be inserted in each of the following sentences:

1. The barber shaved the man and the lady very carefully looked on.

2. Did you ever see a bear eat Mary?

3. In the cage he placed the monkey and Frank quickly closed the iron door.

4. As I slowly breathed in Fred also breathed in.

5. As I was eating Charles with great pleasure brought more food.

6. When I approached the pig very suddenly arose and bounded away.

7. Lamb chops are cut from lambs and fat little girls like to **eat** them.

8. I saw George and the organ grinder saw him too.

9. The farmer was shooting rabbits and boys from the neighborhood looked on.

10. I was fishing quietly for pike and my neighbor's poodle dashed into the water.

16. Test in Applied Grammar

Exercise. The following sentences contain seventeen grammatical errors of the kinds that you have been studying lately. Can you find these? Can you tell why they are errors?

1. The roses in that beautiful garden smelled very sweetly indeed.
2. The girl smiled sweetly at her grandmother.
3. But she did not smile sweetly when the medicine tasted bitterly.
4. He complained bitterly of the treatment he had received.
5. I looked and saw that it was him.
6. That is he. Yes, that is he.
7. "How beautifully she sings," they exclaimed.
8. "How beautifully the music sounds," she said.
9. The child called, "He can see you and I."
10. Is that you? Yes, it 's me.
11. The rich velvet felt softly to her fingers.
12. It looked beautifully when the sun shone on it.
13. The weather continued finely and satisfactorily.
14. Give the book to him and I.
15. Did you see him and I? Yes, that was us.
16. The bell is calling her and I to school.
17. The book appeared old and worn.
18. Violets smell sweetly in the spring.
19. She sings pleasantly and plays well.
20. To John and I the man appeared unreliably.

Drill in Correct Use. Read the preceding sentences aloud repeatedly, correcting errors as you read.

17. What You Have Studied in This Chapter (Four)

The following summary gives you a bird's-eye view of the chapter. Notice that the subjects are grouped under three headings: (I) Grammar; (II) Composition; (III) Review and Drill.

I. Grammar

The principal word of the subject (72)
The verb (72)
The predicate word (73)
    Correct use (77)
The object (87)

II. Composition

Selecting the predicate word (78)
    a. Overworked words (78)
    b. Exaggerated expressions (79)
    c. Slang (80)
Telling patriotic stories (81)
    Project: *Making a Book of Thrilling Historical Events* (81)
Memory selection: The American's Creed (82)
Letter writing (82)
    A Phillips Brooks letter (82)
        Project: *A Class Correspondence* (83)
Beginning sentences (89)
Closing sentences (89)
Useful and useless words (92)

III. Review and Drill

Drill in correct use (79, 80, 85, 94)
Vocal drill (86)
Words sometimes mispronounced (86)
    Dictionary work (87)
Review: the essential parts of sentences (90)
Practice: capitals and punctuation marks (93)
Test in applied grammar (94)
    Drill in correct use (94)

Note. The numbers in parentheses refer to pages.

CHAPTER FIVE

THE MODIFIERS IN THE SENTENCE: ADJECTIVES AND ADJECTIVE PHRASES

1. Introduction

Exercise. 1. Point out (1) the principal word of the subject in each of the following sentences; (2) the verb; (3) the predicate word, if there is one; (4) the object, if there is one. Write each group of these essentials, numbering the groups as the sentences are numbered.

1. Last week's bad storm completely destroyed two fine old trees on our lawn.
2. The foaming waves washed the level beach.
3. The bulky package was ready for the expressman.
4. A wonderful oriole sang sweetly in the blossoming apple tree.
5. The studious boy eagerly examined the interesting books.
6. Those laughing children immediately answered the old gentleman's joking question.
7. The long, hard game finally ended.
8. The defeated players seemed very tired.
9. Every boy looked exceedingly unhappy.
10. The late train from the West brought our many old friends to their destination.
11. The busy and interested workmen kept their eyes steadfastly on their great task.
12. This magnificent palace was at that time the splendid residence of a Roman emperor.

2. Read each group of these essentials. Compare these groups of essentials with the original sentences. Thus, taking the first

sentence, we see that the subject is *storm*, the verb is *destroyed*, and the object is *trees*. Putting these essentials together in a sentence, we have: *storm destroyed trees*.

Few sentences consist of only the bare subject, verb, and predicate word or object.

Observe below that words and groups of words are added to each of the essentials (*storm destroyed trees*):

Subject (and words added to it)		Verb (and words added to it)		Object (and words added to it)	
The sudden violent of last week	**storm**	easily completely in a short time with its twisting winds	**destroyed**	two fine old that grandfather planted	**trees**

Observe how these added words add to and make definite the meaning of the subject, of the verb, and of the object. Thus, the word *storm*, used alone, may mean any one of a thousand storms. The added words define the particular storm that is meant. In the same way the verb *destroyed*, without added words, lacks the clearness and fullness of meaning that the words *easily*, *completely*, *in a short time*, and *with its twisting winds* give to it. Similarly, the word *trees*, alone, may denote all the trees in the world, when in fact the sentence has to do with only the *two fine old trees that grandfather planted*.

These words or groups of words that add to or change or modify the meaning of the words to which they are attached are called modifiers.

We have already studied the essentials of a sentence. We shall now learn about the different kinds of modifiers, in order that we may be able to use them easily, correctly, and effectively in our speaking and writing. First of all we shall study adjectives.

2. The Adjective

As we know, **an adjective is a word used with a noun or a pronoun to point it out or to describe it.**

Exercise. 1. Are the following three sentences complete, — are they sentences? Are there any adjectives in them?

1. Birds belong to merchants.
2. Fowl, with comb, utters cry.
3. Persons stopped to inspect animals.

These sentences read like telegrams. They are what is left of three other sentences that have been stripped of their adjectives. They show that we can express our thoughts without adjectives, but not easily or satisfactorily. Without adjectives many of our sentences would be as bare and colorless as most statements in telegrams.

2. The following are the original three sentences. Name the adjectives.

1. These strange green birds belong to those two wealthy Japanese merchants.
2. The largest fowl, with a brilliant red comb, utters that loud, unpleasant cry.
3. Many curious persons stopped to inspect these interesting, bright-colored animals.

3. Choosing Suitable Adjectives

Oral Exercise. 1. Substitute other adjectives for *fine* and *good* in the following sentences.

We had a *fine* time.
We had a *good* time.

You could use the words *enjoyable, pleasant, jolly, gay, happy.* But there are many others. Make as long a list as possible of suitable adjectives. Select the two or three that you like best.

2. For each of the adjectives in italics, in the sentences below, name several adjectives that could be put in its place. Substitute the best of these in the sentence. Has the sentence been improved in any way?

1. He is a *fine* speaker. 2. They bought a *fine* piano. 3. That is a *fine* horse. 4. See that *fine* building. 5. This is a *fine* program. 6. The book that you recommended is *fine*.

1. The old doctor is a *good* man. 2. He is a *good* physician. 3. He has a *good* practice. 4. He has a *good* wife. 5. He went to a *good* school.

1. The weather is *beautiful*. 2. Your new dress is *beautiful*. 3. That poem is *beautiful*. 4. What a *beautiful* view this is from your window! 5. Her face is *beautiful*. 6. When I was sick, she wrote me a *beautiful* letter.

1. That is a *nice* pin you have. 2. It was *nice* of you to visit me. 3. Did you have a *nice* time? 4. The speaker made a *nice* distinction between love of country and love of humanity. 5. They had a *nice* dinner at the new restaurant.

1. I think his conduct is *awful*. 2. An *awful* wind began to blow. 3. The cold was *awful*. 4. The heat was *awful*. 5. His manners were *awful*.

1. We won a *great* victory. 2. Isn't this a *great* day? 3. I feel simply *great*. 4. He is a *great* man. 5. It was a *great* performance. 6. It was a *great* treat. 7. This is a *great* book. 8. Her voice was *great*.

1. He is a *wonderful* man. 2. It was a *wonderful* speech. 3. His was *wonderful* acting. 4. Isn't this a *wonderful* day! 5. It 's *wonderful* weather we're having. 6. She is a *wonderful* teacher. 7. The scene was *wonderful*.

Drill in Correct Use. When you are able to substitute quickly several better adjectives for each of the italicized ones in the seven groups of sentences above, read each group, and finally all of them, aloud rapidly and distinctly, making suitable substitutions as you read. Do this until you no longer hesitate before a single one of the italicized words. You may

wish to compare your time for the first reading with your time when you have gained skill and speed in the use of the better adjectives.

The following adjectives might be used to describe a book: *interesting, readable, absorbing, novel, entertaining, amusing, excellent, instructive, valuable, admirable, great, good.* There are many others.

Oral Exercise. 1. Give five adjectives, or more if you can, that might be used to describe a day; five to describe a face; five to describe a clock.

2. Make similar lists descriptive of the following: a dog; a tree; a watch; a load of coal; a basket of groceries; a lead pencil; a chair; a pair of mittens; a smile; a voice.

Group Exercise. 1. Let several compositions be copied on the board. The class may then study the adjectives used. Can more suitable ones be substituted for those of the writer?

2. If additional adjectives will improve the compositions, the class may suggest such.

4. Different Ways in Which Adjectives Modify Nouns and Pronouns

Most adjectives describe the words they modify; as *strange, green, Japanese.*

Some adjectives modify nouns by telling how many or how much; as *two, three, ninety-nine, many, some, all, much, more, most, both, any, each, few, one, a (an).*

Some adjectives modify nouns by pointing out; as *this, these, that, those, the.*

Exercise. 1. In the following sentences the words in italics are adjectives. What noun does each modify?

1. The *new* boy enjoyed the *cheerful* schoolroom, the *lively* games, the *pleasant* children.

2. Exercise makes *firm* muscles; laziness makes *flabby* muscles.
3. The *fast* runner soon caught the *tired old* horse.
4. The *red* blood from the wounds stained the boy's *white* cotton shirt.
5. *This* kind of clothes is becoming to her.
6. *These* clothes belong to *some* boys who live here.
7. *All* pupils like *that* sort of book.
8. *Those* books were bought at *another* store.
9. *Four* girls were invited to *a* party on *the second* day of March.

2. Make sentences that contain adjectives; point out the adjectives and tell what noun each modifies.

Some adjectives are made from proper nouns. Thus, the adjective *Mexican* is derived from the noun *Mexico*, the adjective *Spanish* from the noun *Spain*, the adjective *Japanese* from the noun *Japan*. These adjectives may be called **proper adjectives**.

We know with what kind of letter a proper noun should begin. Proper adjectives too should begin with capital letters.

Group Exercise. Let several pupils write on the board sentences containing proper adjectives formed from the following proper nouns. The entire class will watch closely to detect mistakes. Then other pupils may write, and others, until every pupil has shown that he knows how to write proper adjectives.

China	Portugal	Greece	France	Egypt
Alaska	Peru	Norway	Iceland	Scotland
Brazil	Italy	Turkey	Sweden	Canada
India	Africa	Asia	Europe	Austria
America	Germany	Russia	England	Cuba
Poland	Belgium	Denmark	Chile	Wales

Exercise. Point out the adjectives in the sentences on the following page. Sometimes an adjective in the predicate of a sentence describes the subject of the sentence. Thus:

The day is *rainy*. The boy is *quick*. The girl is *polite*.

1. He is a shrewd man of business.
2. He is shrewd, but he is also a generous fellow.
3. A little learning is a dangerous thing.
4. The musician played a lively tune, and the merry children danced old-fashioned dances which they knew.
5. The French boys were astonished to see the Spanish vessel.
6. It was a rainy day in the gloomy month of November.
7. The two windows of my bedroom looked out among tiled roofs.
8. In one corner of the yard was a stagnant pool of water.
9. Near the cart was a half-dozing cow.
10. Everything was comfortless and forlorn.
11. I was lonely and listless.
12. I decided to enter into conversation with the first traveler I met.
13. Some travelers of the present time lead the same kind of roving, adventurous life as the knights-errant of olden times.
14. I found two or three worthies of this class in the public room.
15. A vigilant, vinegar-faced woman sat at the opposite window.

Group Exercise. Let several pupils' compositions be read aloud slowly to the class, in order that the adjectives in them may be pointed out. Which adjectives are particularly well chosen?

5. Description

Here comes Miss Hepzibah Pyncheon! Forth she steps into the dusky, time-darkened passage; a tall figure, clad in black silk, with a long and shrunken waist, feeling her way towards the stair like a near-sighted person, as in truth she is. — HAWTHORNE, "The House of the Seven Gables"

It was in the back yard of the inn that a man was busily employed, early that morning, in brushing the dirt off a pair of shoes. He was habited in a striped waistcoat, with black calico sleeves, and blue glass buttons; drab breeches and leggings. A bright red handkerchief was wound in a very loose and unstudied style around his neck, and an old white hat was carelessly thrown on one side of his head. — CHARLES DICKENS, "Pickwick Papers"

Oral Exercise. 1. Should you be surprised if you saw these two persons walking down the street together? Why? Read the two descriptions again; then answer the question again.

2. Do you know anybody who resembles Miss Hepzibah? Does Hawthorne's description fit your acquaintance exactly? In what particulars does it not fit? Give a short description of her so that this difference will be seen in spite of the general likeness.

3. Did you ever hear of Sam Weller? The man brushing shoes in the back yard of the inn is Sam. Does he remind you of any relative of yours? Of any friend? Of any one you have seen? What adjectives should you use to describe him? Would *industrious* fit him? Would *interesting*, *easy-going*, *dashing*, *jaunty* be suitable? Would *lazy*, *old-fashioned*, *shy* be appropriate? Give a short description of some one you have seen who is like Sam or who is as interesting as Sam.

Written Exercise. Your uncle is about to return from South America, where he has lived for ten years. You were a baby when he last saw you. He is planning some surprise for your mother and father and, as part of the plan, wants you to go to the station alone to meet him. Write him a letter in which you describe yourself, so that he will recognize you at the station. Choose your adjectives with great care. Do you look like Miss Hepzibah in any particular? How do you resemble Sam? In what respects do you differ from each of these?

Group Exercise. When several of these letters have been copied on the board, let the entire class study each of them with the following questions in mind:

1. Does the description actually describe? How can it be improved?
2. Are all the adjectives well chosen and correctly used?
3. Are there any mistakes in the letter?

6. Game

Oral Exercise. Choose with care four or five adjectives that describe an object you have in mind. Tell your classmates these adjectives — nothing more. If they are able to name your object without difficulty, your adjectives have probably been well chosen.

A pupil may give, for example, this list of adjectives: *long, broad, flat, smooth, black.* The class names the object described. What is the object? What do these adjectives describe: *flat, smooth, colorless, transparent*? These: *liquid, bottled, useful, black*? These: *liquid, brown, steaming, sweet, delicious, stimulating*?

The class will decide, after each object has been named, whether the best adjectives were chosen to describe it. If not, those best adjectives should be named.

7. Project: *The "Lost and Found" Column in a Blackboard Newspaper*

Written Exercise. 1. Pretend that you have lost something. Write an accurate description of the article. Give the article to the Committee on Lost Articles, who will place it on exhibition with other things that have been lost.

2. Submit to another committee of pupils the description you have written. This committee will read it and tell where it can be improved. The following questions will help in this work of judging descriptions:

1. Is the description accurate and complete?
2. Does it begin with an interesting opening sentence?
3. Can any of the adjectives be replaced by better ones?
4. Are there any errors in spelling? In punctuation? In capitalization?

3. Copy your corrected and improved description on the board in the place assigned for it in the blackboard newspaper column.

Written Exercise. 1. In the same way write a description of something you have found. Perhaps an obliging classmate will lose an odd object, that you may find it in the classroom. The odder it is, the better, for that will make fun, and fun is welcome in these exercises.

2. Perhaps you have lost a friend or a classmate and wish to advertise in the blackboard newspaper for his return. Do so. Perhaps you have lost your interest in work, and wish to have it found and returned to you. Any absurd loss will do if it leads you to insert a clever description in the column on the board.

Oral Exercise. At the proper time each object described, if it has been found, will be returned to its owner. The owner must establish his right to it by proving to the class that it fits his description.

8. Comparison of Adjectives

Exercise. Read the following three sentences and notice the adjectives in italics:

This building is *high.*
This building is *higher* than that one.
Yonder building is the *highest* of all.

How many degrees of height have we in these three sentences? How many forms has the adjective *high*?

Most adjectives have three forms.

These forms are called **degrees of comparison**.

The **positive degree** of an adjective is its simplest form; as *high, tall, strong, rich, happy, long, short.* The positive degree merely names the quality without suggesting comparison. Thus:

A *happy* family, a *bright* girl, a *narrow* escape, a *long* trip.

The **comparative degree** of an adjective is the form, usually ending in *er*, that denotes a higher degree of the quality in one person, place, or thing than in another. Thus:

John is *taller* than Frank. Smith is *richer* than Brown.

The **superlative degree** of an adjective is the form, usually ending in *est*, that denotes the highest degree of the quality named by the adjective. The superlative degree is used in comparing an object with two or more objects. Thus:

Of the three, Mary is the *quickest*.
The *highest* mountain in the world.

Most adjectives are compared by adding *er* and *est* to the positive degree. Thus:

Positive	Comparative	Superlative
long	longer	longest
short	shorter	shortest
poor	poorer	poorest
sweet	sweeter	sweetest

But an adjective that ends in silent *e* (as *wise*, *fine*, *handsome*) drops this *e* before adding *er* or *est*. Thus:

Positive	Comparative	Superlative
wise	wiser	wisest
fine	finer	finest
handsome	handsomer	handsomest
pure	purer	purest

Most adjectives that end in *y* change the *y* to *i* before adding *er* or *est*. Thus:

Positive	Comparative	Superlative
happy	happier	happiest
manly	manlier	manliest
sorry	sorrier	sorriest
dry	drier	driest

Adjectives that end in a consonant preceded by a short vowel double the consonant before adding *er* or *est*. Thus:

Positive	Comparative	Superlative
thin	thinner	thinnest
dim	dimmer	dimmest
wet	wetter	wettest
sad	sadder	saddest
fat	fatter	fattest

Exercise. 1. Compare the following adjectives:

bright	rude	heavy	mighty
dull	lovely	small	juicy
fat	brave	large	gentle
happy	slow	shy	noble
merry	fast	lucky	quick
worthy	pretty	hot	thick

2. Use in interesting sentences the comparative degree of each of the adjectives in the preceding exercise; in the same way, the superlative degree of each.

Some adjectives are compared by the use of the adverbs *more* and *most*. Thus:

Positive	Comparative	Superlative
triumphant	more triumphant	most triumphant
beautiful	more beautiful	most beautiful
content	more content	most content
economical	more economical	most economical

Exercise. 1. Can you see the reason for using *more* and *most* with the adjectives above, and others like them, rather than the usual endings *er* and *est*? Try to compare *triumphant*, *economical*, and other long adjectives by adding *er* and *est*.

2. Use in sentences the comparative and superlative degrees of the long adjectives above.

A few adjectives form their degrees of comparison irregularly. Thus:

Positive	Comparative	Superlative
good	better	best
well (in good health)	better	best
bad	worse	worst
ill (in bad health)	worse	worst
many	more	most
much	more	most
little	less	least
far	farther / further	farthest / furthest
late	later / latter	latest / last
near	nearer	nearest / next
old	older / elder	oldest / eldest

Some adjectives, because of their meaning, are incapable of comparison. Such are: *double*, *horizontal*, *vertical*, *perpendicular*, *perfect*, *ideal*, *dead*, *infallible*, *supreme*, *circular*, *rectangular*.

Exercise. Make sentences, each containing one of the following adjectives (1) in the positive, (2) in the comparative, and (3) in the superlative degree:

long	lucky	fat	economical	ill	good
wide	worthy	thin	beautiful	bad	many
fine	kindly	noble	fashionable	well	much

Game. Give a sentence containing an adjective in the positive degree. Then point to a classmate. That classmate makes another sentence containing the adjective, but now in the comparative degree. Then a third classmate is called on. He uses the superlative degree of the adjective. Now, with a new adjective, a fourth pupil begins afresh.

9. Telling Things Seen, Heard, or Done

THE BATTLE OF THE ANTS

One day when I went out to my woodpile, or rather my pile of stumps, I observed two large ants, the one red, the other much larger, nearly half an inch long, and black, fiercely struggling with one another. Having once got hold they never let go, but struggled and wrestled and rolled on the chips without stopping. Looking farther, I was surprised to find that the chips were covered with such fighters, that it was a war between two races of ants, the reds always pitted against the black, and frequently two red ones to one black. They covered all the hills and vales of my woodyard, and the ground was already strewn with the dead and the dying, both red and black. It was the only battle which I have ever witnessed, the only battlefield I ever trod while the battle was raging. On every side they were engaged in deadly combat, yet without any noise that I could hear, and human soldiers never fought so resolutely.

I watched a couple that were fast locked in each other's embraces, in a little sunny valley amid the chips, now at noonday prepared to fight till the sun went down, or life went out. The smaller red champion had fastened himself like a vice to the other's front, and through all the tumblings on that field never for an instant ceased to gnaw at one of his feelers near the root, having already cut the other through; while the stronger black one dashed him from side to side, and, as I saw on looking nearer, had already hurt him pretty badly. They fought harder than bulldogs. Neither showed the least wish to retreat. It was clear that their battle cry was "Conquer or Die." In the meanwhile there came along a single red ant on the hillside of this valley, evidently full of excitement, who clearly had killed his foe or had not yet taken part in the battle; probably the latter, for he had lost none of his limbs. He saw this unequal combat from afar, — for the blacks were nearly twice the size of the reds, — he drew near with rapid pace till he stood on his guard within half an inch of the combatants; then, watching his chance, he sprang upon the black warrior, and began his operations near the root of his right foreleg; and so there were three united for life and death. I should

not have wondered by this time to find on some large chip the musical bands of each side, playing their national airs, to excite the slow and cheer the dying combatants.

I was myself excited somewhat as if they had been men. The more you think of it the less the difference. And certainly there is not a fight recorded in Concord history, at least, if in the history of America, that will bear a moment's comparison with this, whether for the numbers engaged in it or for the patriotism and heroism shown. Concord fight! Two killed and one wounded! Why here thousands were killed and wounded! I have no doubt that it was a principle they fought for, as much as our ancestors, and that the results of this battle will be as important and as memorable to them as those of the battle of Bunker Hill are to us. — HENRY D. THOREAU, "Walden" (Adapted)

Oral Exercise. 1. What is the first paragraph in the preceding selection about? What does the second tell about? What is the main idea or topic of the third? Can you give this account in three sentences, one for each paragraph?

2. Are battles among ants common? In what respects are ants like us? How are they different? In a book about ants try to find something of interest to report to the class.

Written Exercise. It might be fun to write for the class a story in which you pretend that you have shrunk to the size of an ant and are living in an ant hill. Do you remember Alice's Adventures in Wonderland? You could describe your life and adventures among the ants. Possibly you took part in the very battle that Thoreau describes. But study an ant hill, if you can find one, and read about ants before writing the account of your adventure.

Oral Exercise. Plan to give the class an entertaining but exact account of something you have seen, heard, or done. Each pupil will bring a story of this sort to class, and you may expect to hear many different ones. As you rise to speak, remember

that you have something to tell your classmates which probably they have never heard.

Group Exercise. The class will watch for three kinds of errors as you speak:

1. Using too many *and's*
2. Beginning sentences with such needless words as *say, listen, now, why, well*
3. Using worn-out adjectives

10. The Uses of Adjectives in Sentences

Exercise. 1. Point out the adjectives in the following sentences and tell the use of each in its sentence:

1. The savory dinner was at length carried in.
2. The roast, fragrant and steaming, followed the soup.
3. The bread tasted sweet and nutty.
4. The butter, grainy and yellow, was appetizing.
5. The pudding was delicious.

2. Make a list of the different uses of the adjectives.

3. Compare your list with the following:

a. An adjective may be used as the modifier of a noun or a pronoun. The adjective may precede the word it modifies or may follow it. Thus:

An *angry* farmer drove the boys out.
The farmer, *angry, determined, breathless,* drove the boys out.

b. An adjective may be used as the predicate word in a sentence. The predicate word, although it is in the predicate, always defines, describes, explains the subject of the sentence. Thus:

The farmer was *angry* and *determined.*
The milk tasted *sour.*
The teacher seemed *happy.*
The boy looked *bright,* and he was *bright.*

Exercise. Point out the adjectives in the following sentences, and tell the use of each in its sentence:

1. Peter Stuyvesant was a straightforward man.
2. Complimentary speeches could not stir him greatly.
3. He sent a secret message to his waiting friends at Manhattan.
4. This message alarmed his timid friends.
5. They were very much afraid.
6. Suspicious and afraid, they sent him no reply.
7. The formidable enemy upset all his plans.
8. He was greatly puzzled.
9. Every day brought some new cause for alarm.
10. Nevertheless, patient waiting won for him a remarkable victory.

Group Exercise. 1. Groups of several pupils will go to the board in turn, and the members of each will write short, interesting sentences containing adjectives used as the modifiers of nouns. Let each pupil read his sentences, point out the adjectives in them, and explain their use. The class will call attention to errors.

2. Now let other groups of pupils take turns at writing sentences, each containing an adjective used as the predicate word in the sentence. The class will criticize these as it did the preceding ones.

11. Correct Use of Adjectives

I. Since the predicate word of a sentence always defines, describes, explains the subject, it cannot be an adverb. But an adjective may be used as the predicate word in a sentence. As you remember, the predicate word follows such verbs as *is, sound, look, seem, smell, taste, feel, appear*. Thus:

I feel *happy*. (NOT: I feel *happily*.)
That sounds *beautiful*. (NOT: That sounds *beautifully*.)
The patient feels *bad*. (NOT: The patient feels *badly*.)

How *sweet* that flower smells. (NOT: How *sweetly* that flower smells.)

The bride looked *charming*. (NOT: The bride looked *charmingly*.)

The man appeared *honest*. (NOT: The man appeared *honestly*.)

II. An adjective cannot modify a verb; hence it cannot take the place of an adverb. Thus:

Speak *boldly*. (NOT: Speak *bold*.)

Close the door *carefully*. (NOT: Close the door *careful*.)

Sit *quietly* and speak *softly*. (NOT: Sit *quiet* and speak *soft*.)

The bird sings *sweetly*. (NOT: The bird sings *sweet*.)

Exercise. Select the correct word for each of the following sentences and give the reason for your selection:

1. Your sister's voice is (sweet, sweetly).
2. Your sister's voice sounds (sweet, sweetly).
3. Your sister sings (sweet, sweetly).
4. These grapes taste (sweet, sweetly).
5. These grapes are (sweet, sweetly).
6. The grapes dried (rapid, rapidly).
7. The flowers smelled (sweet, sweetly).
8. The girl smiled (pleasant, pleasantly).
9. The girl looks (pleasant, pleasantly).
10. The girl is (pleasant, pleasantly).

III. *Them* is always used as a pronoun and never as an adjective. Thus:

Those horses. (NOT: *Them* horses)

Yonder houses. (NOT: *Them* houses)

Those children. (NOT: *Them* children)

Exercise. Select the correct word for each of the sentences that follow, and explain your selection:

1. See (those, them) frisky goats.
2. Did you ever see (them, those) before?

3. I heard (them, those) school children.
4. What are (those, them) sounds I hear?
5. Don't you hear (those, them)?
6. I ate too many of (those, them) sweet apples.
7. See (those, them) on that corner tree.

IV. *This* and *that* are singular; *these* and *those*, plural. Hence:

I like *this* kind of clothes. (NOT: I like *these* kind of clothes. Since the noun *kind* is singular, the adjective that modifies *kind* must be singular too.)

That sort of boys can be trusted. (NOT: *Those* sort of boys can be trusted. The noun *sort* is singular.)

Exercise. Choose the correct word for each of the following sentences, and explain your choice:

1. (This, these) kind of people always succeeds.
2. (These, this) kinds of apples are my favorites.
3. (That, those) sorts of pens are not suitable for (this, these) kind of children.
4. (These, them) children need (that, those) dull kind.
5. (That, those) kind of men cannot be defeated.
6. (That, those) sort of girls usually can cook a good dinner.

V. The comparative degree is used when one person or thing is compared with another; the superlative degree, when one person or thing is compared with two or more. Thus:

John and James are both *strong*, but John is the *stronger*. (NOT: John is the *strongest*.)

Here are two books. Which is the *better*? (NOT: Which is the *best*?)

Of the two, this is the *faster* train. (NOT: Of the two, this is the *fastest* train.)

Of the three, Mary is the *brightest*. (NOT: Of the three, Mary is the *brighter*.)

Completion Test. Fill each blank below with the correct form of the adjective in parentheses, explaining why you think the form is correct:

1. (*good*) I want to buy a —— fountain pen.
2. (*good*) Show me the —— you have.
3. (*good*) I like this one —— than that one.
4. (*healthy*) Are you —— than John?
5. (*healthy*) Is Frank the —— boy on the team?
6. (*strong*) Who is ——, you or your brother?
7. (*tall*) Which building is ——, that one or this one?
8. (*young*) Who is the ——, Fred or Tom?

VI. The adjective *other* is properly used with the comparative degree, improperly with the superlative degree. Thus:

New York is larger than any *other* city in the United States. (NOT: larger than any city in the United States)

New York is the largest of all the cities in the United States. (NOT: the largest of all the *other* cities)

VII. *More* and *most* are added to the positive degree, never to the comparative or the superlative degree. Thus:

This picture is *more beautiful* than that. (NOT: *more beautifuller*)
This pupil is the *most worthy*. (NOT: the *most worthiest*)

VIII. *Less* refers to quantity; *fewer*, to number. Thus:

I drank *less* water than you and ate *fewer* apples.

12. Test: Choosing the Correct Adjective

Completion Test. 1. Fill each blank below with the correct form of the adjective in parentheses. Explain each form as you give it.

1. (*large*) Chicago is —— than any other city in the Middle West.
2. (*large*) Texas is the —— state in the United States.
3. (*large*) It is —— than (any, any other) state.

4. (*economical*) Susan is —— than her sister.
5. (*economical*) In fact, Susan is the —— of all the girls I know.
6. (*economical*) She is —— than (any, any other) schoolgirl.
7. (*fashionable*) Mrs. Davis is the —— dressmaker in the city.
8. (*fashionable*) She is —— than (any, any other) dressmaker in town.

2. In the following sentences select the correct words and give the reason for each selection:

1. I like (this, these) sort of apples.
2. (That, those) kind of stories always makes me sad.
3. Both girls are pretty, but Jane is the (prettier, prettiest).
4. Boston is larger than (any, any other) city in New England.
5. London is larger than (any, any other) city in Europe.
6. Seattle is the largest of (all, all other) cities in Washington.
7. Do not bother us with (this, these) sort of fooleries.
8. Which is the (stronger, strongest), a horse or a mule?
9. Which is the (larger, largest), California, Texas, or Montana?
10. This building is more (beautiful, beautifuller) than that.
11. This building is the most impressive of (all, all other) buildings that I have ever seen.
12. It is the finest of (all, all other) buildings.
13. It is finer than (any, any other) building.

3. Select the correct words for the following sentences and in each instance give the reason for your selection:

1. How (sweet, sweetly) your mother sings.
2. Speak (quiet, quietly) so that they will not hear us.
3. Be (quiet, quietly).
4. The young man appears (honest, honestly).
5. How (beautiful, beautifully) the mountains look!
6. The poor boy is feeling very (bad, badly, ill) to-day.
7. The apple blossoms smelled (sweet, sweetly).
8. The orange tasted very (sweetly, sweet).
9. The man's voice sounded (harsh, harshly.)
10. Speak (softly, soft) and walk (quiet, quietly).

11. She looked (fashionably, fashionable) in that coat and hat.
12. She spoke (kind, kindly) and appeared (happily, happy).
13. How (sweet, sweetly) the birds sing!

Drill in Correct Use. Read aloud repeatedly the three groups of sentences on this and the preceding pages, promptly selecting the correct words. Read more rapidly, though always distinctly, as you become expert in choosing those words.

13. Vocal Drill

Exercise. 1. Stand erect, hands at sides. Inhale quickly and quietly. Do not raise chest or shoulders. Exhale slowly and steadily through a very small opening made by the lips. Blow into a horizontal position a narrow strip of tissue paper fastened to the end of a pencil, and keep it in that position without much fluttering. Repeat.

2. Repeat, but exhale making a soft, buzzing sound.

3. Read aloud, speaking distinctly and pleasantly, the following lines by Southey about the waterfall at Lodore:

Rising and leaping,
Sinking and creeping,
Swelling and sweeping,
Showering and springing,
Flying and flinging,
Writhing and wringing,
Eddying and whisking,
Spouting and frisking,
Turning and twisting,
Around and around
With endless rebound!
Smiting and fighting,
A sight to delight in;
Confounding, astounding,
Dizzying and deafening the ear with its sound.

14. Words Sometimes Mispronounced

Oral Exercise. Pronounce the following words as your teacher pronounces them to you. Then, rapidly, distinctly, and correctly, pronounce the entire list repeatedly.

pudding	loafing	something	arctic
doing	cooking	nothing	antarctic
sowing	washing	height	architect
sewing	ironing	route	chemist
singing	shooting	root	chemistry

Dictionary Work. Look up those words that you do not know well. Notice how the pronunciation is indicated. Learn the meaning. Then use each word in an entertaining sentence.

15. Adjective Phrases

Ambitious boys work hard.
Boys *with ambition* work hard.

Exercise. 1. Is there any difference in meaning between these two sentences? What part of speech is the modifier *ambitious*?

2. We do not find the adjective *ambitious* in the second sentence. What takes its place? Could we call the group of words *with ambition* a modifier? What does it modify?

A group of words like *with ambition* is called a phrase. The words go together and are used as a single word. If a phrase is used like an adjective, it is called an adjective phrase.

The phrase *with ambition* modifies the noun *boys*. It describes *boys* just as the adjective *ambitious* does. It is an adjective phrase.

Exercise. Pick out the adjectives and the adjective phrases in the following sentences and name the noun that each modifies:

1. Wooden houses burn easily.
2. Houses of wood burn easily.

3. It was a happy day.
4. It was a day of happiness.
5. The man in the boat whistled a tune.
6. The soldier of experience was not afraid.
7. The experienced soldier was not afraid.
8. The leaves of the trees were falling.
9. A nail on the wall held up the beautiful picture.
10. Rugs from Persia covered the floor of polished oak.

A phrase is a group of connected words which does not contain a subject and predicate.

An adjective phrase is a phrase that is used like an adjective.

An adjective is used to modify only nouns or pronouns. Therefore an adjective phrase is used to modify only nouns or pronouns. These may be in the subject or in the predicate.

Exercise. 1. Pick out all the nouns in the following sentences and name the adjectives and the adjective phrases that modify them:

1. The picture in the antique frame was the portrait of an old gentleman.
2. The expression of the face made an interesting study.
3. The tones of the human voice may be either pleasant or unpleasant.
4. The aristocratic Mr. White walked into the garage across the way.
5. The wide door of the old house had bronze ornaments.
6. The stagecoach with its passengers drew up before the door of the cottage.
7. An old woman in a neat apron stood at the entrance to the garden.
8. The walk to the field was a muddy tramp.
9. The bridge across the creek was broken by the flood.
10. Several men of means decided to help the young man.
11. He was a youth of exceptional pluck.
12. The flowers in the garden were injured by the storm.

13. Are you the boy with the new skates?

14. Is Saint Augustine the oldest city in the United States?

15. This composition on my desk is the work of a pupil in this room.

16. The story of Leif Ericson was read with interest by a group of boys in the school.

17. A company of soldiers faced the crowd of people.

18. The strength of Cooper was overcome by the experienced skill of Waller.

19. That kind of magazine is liked by every kind of reader.

20. The city of gayety and laughter had suddenly become a city of mourning and despair.

2. Some of the phrases in these sentences are not adjective phrases. Why not?

16. Practice: Capitals and Punctuation Marks

Exercise. 1. Look up rules 17 and 30 in the Appendix. Read them and the illustrations. When you understand the rules, write several illustrations of your own for each.

2. Review the rules for the use of capitals which you have studied in preceding lessons, and write an illustration for each.

Test and Practice. Proceed as you were directed in the test on page 44 and the correction exercises on page 45.

17. Using Reference Books; Making Reports

The subjects in an encyclopedia are arranged like the words in the dictionary. The same alphabetical order is followed in the card catalogue of the public library. The same is to be found in the reference books that librarians use when they look up a question for you and try to find out what books or magazines you should read in order to learn something about that question.

Exercise. Go to the public library and learn from the card catalogue and from the periodical index and other reference

books what books or magazine articles deal with one of the following topics. Make a list of the titles of the books and magazine articles and read it to the class, explaining where you found each one. Besides, find out what encyclopedias the library owns and how long an article on the topic each contains, and include this information in your report to the class.

Glass	Gold	Radio	Photography
Coal	North Pole	Rice	Ink
Iron	Comet	Canal	Gasoline Engine

Oral Exercise. 1. Read about one of the topics in the preceding list or about one of the following questions. Use the encyclopedia and other books in the library. Report briefly to the class the most interesting facts that you learn.

1. What is the moon?
2. How does the thermometer work?
3. Where does glass come from?
4. What made coal?
5. Of what and how are clouds made?
6. What makes thunderstorms?
7. What causes rain?
8. What makes the seasons?
9. What are germs?
10. What are the stars?
11. How do cities obtain pure drinking water?
12. How is it that the Weather Bureau is often able to predict the weather?
13. What are insects good for?
14. Do birds help or hurt the farmer?
15. Are snakes of any use?

2. In the same way prepare yourself to give one of the following talks about topics chosen from your other studies:

1. Report of an imaginary meeting with Robinson Crusoe. Describe him.

2. Report of an imaginary meeting with Christopher Columbus. Describe him.

3. Report of a trip around the world in an airplane: the route you selected, the large bodies of water, mountains, countries, and strange cities you glimpsed in passing.

4. The story of a loaf of bread, of an oak table, of a pair of rubber boots, of a woolen skating cap, of a sled, or of a sheet of wrapping paper (the materials telling where they spent their early life, what they were doing there, and how they came to be what they now are).

5. Report of interesting facts about the rivers of the world.

18. Test in Applied Grammar

Exercise. There are twelve mistakes in grammar in the sentences below. How long will it take you to find and correct them? Refer to the page where each error is explained?

1. How sweet your mother's voice is. How sweet she sings.
2. London is larger than any city in Europe.
3. People say Paris is more beautifuller than London.
4. The snowy mountains look beautifully this morning.
5. People do not do those sort of things no more.
6. These kind of stories always makes me feel sadly.
7. Mary and Lucy are both bright, but Mary is the brightest.
8. Yes, this is I, and that is she.
9. Be brave, be bold, and speak bold.
10. An african deck hand stood on the portuguese steamer.

Drill in Correct Use. When you know each correction well, read the sentences aloud several times, as fast as you can, correcting the errors as you read.

19. What You Have Studied in This Chapter (Five)

The following summary gives you a bird's-eye view of the chapter. Notice that the subjects are grouped under three headings: (I) Grammar; (II) Composition; (III) Review and Drill.

I. Grammar

Sentence essentials (96)
The modifiers (97)
The adjective (98)
Different ways in which adjectives modify nouns and pronouns (100)
Proper adjectives (101)
Comparison of adjectives (105)
    Positive degree (105)
    Comparative degree (106)
    Superlative degree (106)
    Irregular comparison (108)
The uses of adjectives in sentences (111)
Correct use of adjectives (112)
The phrase (118)
The adjective phrase (118)

II. Composition

Choosing suitable adjectives (98)
Description (102)
Project: *The "Lost and Found" Column in a Blackboard Newspaper* (104)
Telling things seen, heard, or done (109)
    Thoreau, "The Battle of the Ants" (109)
Using reference books; making reports (120)

III. Review and Drill

Game: *Adjective Riddles* (104)
Test: choosing the correct adjective (115)
    Completion test (115)
    Drill in correct use (99, 117, 122)
Vocal drill (117)
Words sometimes mispronounced (118)
    Dictionary work (118)
Practice: capitals and punctuation marks (120)
    Test: dictation exercise (120)
Test in applied grammar (122)
    Drill in correct use (122)

Note. The numbers in parentheses refer to pages.

CHAPTER SIX

THE MODIFIERS IN THE SENTENCE: ADVERBS AND ADVERB PHRASES

1. Adverbs

1. Bees flew *swiftly* from flower to flower.
2. Boys sometimes foolishly tease barking dogs.
3. Dogs often angrily bite their tormentors.
4. Trains tore along noisily, at great speed, past the sleeping village.
5. The automobiles stood silently in a long line in the driveway.

Exercise. In the first sentence above notice the word in italics. What does *swiftly* modify? What kind of word is it? Are there any adverbs in the second sentence? How do you tell? In the same way point out adverbs in the remaining sentences.

An adverb is a word which modifies a verb, an adjective, or another adverb.

Exercise. 1. In the sentences that follow, arrange the adverbs in groups: those that tell *where*, those that tell *when*, those that tell *how*, and those that tell *how much*. Tell what word each modifies.

1. We looked *here*, *there*, and *everywhere* for the lost knife.
2. You are at home *now*; *soon* you will be at school.
3. The *remarkably* graceful canoe moved *swiftly* through the water.
4. It pleased us *very much* that the boy had done his work *so thoroughly*.

2. Can you add to your list of adverbs that tell *where*? Of those that tell *when*? Of those that tell *how*? Of those that tell *how much*? Perhaps the following list of adverbs will help you:

here	now	well	very
there	then	so	too
everywhere	soon	thus	quite
down	never	cheap	more
up	always	dear	enough
far	to-day	frankly	scarcely
near	again	honestly	not

3. Make sentences containing some of these adverbs and tell what verb, adjective, or adverb each modifies.

Exercise. Pick out the adverbs in the sentences that follow, and tell what word each modifies. Which tell *where*? Which tell *when*? Which tell *how*? Which tell *how much*?

1. At night I heard more distinctly the steady roar of the water.
2. Long I waited, and patiently, till I was about to turn back, when I looked up and saw a most superb fox.
3. A dog enters thoroughly into the spirit of the enterprise, is constantly sniffing adventure, knows that something important will happen farther on.
4. This remark would apply rather accurately to our own case.
5. Very soon the fox was back again, and now he escaped safely with the goose.
6. Then and there the procession started.
7. I could scarcely believe what I so plainly saw.

The word *there* has two distinct uses. One is that of an adverb telling *where*. Thus:

> We saw a turtle *there*.
> *There* we picked flowers and *there* we ate our lunch.

But *there* is used also and frequently as an introductory word in sentences. Thus:

There was once upon a time a boy who never ate potatoes.
There are few people who do not like music.
There is much to say on both sides of the question.

Yes and *no* are classed as adverbs, but mainly because in their original sense they were adverbs. *No* meant "never," and *yes* is derived from the old adverb *yea* combined with the word *so*, *yea so* being equivalent to our modern *just so*.

When *yes* and *no* are parts of answers, a comma should be used to separate these words from the statements that follow them. Thus:

Yes, I shall go to town.
No, I shall go alone.

2. Speaking and Writing; Single Paragraphs

Oral Exercise. Use one of the following sentences as the beginning of a short talk to the class. Choose the sentence that suggests to you most clearly and fully a real or imaginary happening, and tell your classmates about that.

1. I found a pocketbook on the street this morning.
2. My dog is very intelligent.
3. My dog is good-tempered, but he once frightened a stranger badly.
4. On Halloween I had an exciting experience.
5. I used to think that there was no such person as Santa Claus.
6. I shall always remember the first time I went to school.
7. Until last week I believed that fairies existed only in fairy tales.
8. I once thought I saw a ghost.
9. A loud scream came from the mill pond.
10. It was a mystery how the child had got into the church steeple.

Written Exercise. Let each pupil bring to school a headline from an old newspaper, the older the better. Let these headlines be changed to complete sentences, which should be written on

the board. Select one of the sentences as the opening sentence of a short paragraph, and write the paragraph to read to your classmates.

Write only a single paragraph. This means stick closely to your main idea or topic; for, as you know, every sentence in a paragraph must belong to the main idea or topic.

Revision. Reread your paragraph. Consider it with the following questions in mind:

1. Is it neatly placed on the paper, with ample margins?
2. Is the handwriting clear?
3. Are there any errors in spelling?
4. Can more suitable adverbs be substituted?
5. Does the paragraph make entertaining reading? If it is dull, how can you give it life and interest?

It may be best to rewrite your paragraph after making the necessary corrections, if there are many. Read the rewritten paragraph with the preceding questions in mind.

3. Adverb Phrases

Exercise. 1. Read the following sentences, observing the words in italics:

They walked *rapidly.*
They walked *with rapidity.*

2. What does *rapidly* modify? Therefore what part of speech is *rapidly*? What phrase in the second sentence is used like *rapidly*? Would it seem incorrect to call *with rapidity* an adverb phrase? Is it a phrase? Is it used like an adverb? What makes you think so? What parts of speech does an adverb modify? What does the phrase *with rapidity* modify?

A phrase that is used like an adverb (that is, to modify a verb, an adjective, or an adverb) **is called an adverb phrase.**

Exercise. In the following sentences pick out the adverbs and the adverb phrases, and tell what verb, adjective, or adverb each modifies:

1. A strange bird sat on the dead branch.
2. A strange bird sat quietly on the dead branch.
3. Nimbly the gray squirrel scampered along the rail fence.
4. With an ax he carefully cut a hole in the ice.
5. An uncommonly fine morning that was.
6. The wind blew less violently in the valley.
7. He was brave beyond expectation.
8. *By and by* some children came and ran to and fro.
9. Again and again the woman ran to the beach.
10. *More or less* painfully we scaled that wall.

Most adverb phrases consist of a preposition with its object, modified or unmodified; as, *on the dead branch, along the rail fence, with an ax, in the ice.* But such expressions as *by and by, more or less, to and fro, again and again, now and then, upside down* are also adverb phrases.

Exercise. Make sentences containing adverb phrases that have the same meaning as these adverbs: *silently, fearlessly, rapidly, cautiously, unsuccessfully, immediately, noisily.*

4. Choosing Suitable Adverb Modifiers

Oral Exercise. 1. Without greatly changing the meaning of the following sentences substitute for the adverbs in italics as many other adverbs as you can. Thus, for the adverb *pleasantly* you could substitute *cheerfully, brightly, sweetly, amiably,* and *gayly.*

1. The girl smiled *pleasantly.*
2. The bear walked *awkwardly.*
3. The pupil spoke *clearly.*
4. *Slowly* the old ship turned around.
5. The waves beat *heavily* against the pier.

2. Without greatly changing the meaning of the sentences in the preceding exercise substitute as many adverb phrases as you can for each of the italicized adverbs. Thus, for the adverb in the second sentence you could substitute such adverb phrases as *in a clumsy way, in an ungainly manner, with an awkward gait.*

3. The ten numbered sentences below contain few adverbs. Add adverbs to each sentence and try to vary the meaning as widely as possible. Thus:

The game will be postponed.
The game will *probably* be postponed.
The game will *hardly* be postponed.
The game will *perhaps* be postponed.
The game will *surely* be postponed.
The game will *not* be postponed.
The game will *fortunately* be postponed.
The game will *unfortunately* be postponed.

1. The birds will be returning.
2. The orator spoke.
3. The musician played.
4. Our team won.
5. It was a pleasant party.
6. The young man had studied medicine.
7. The newspaper man followed this suggestion.
8. The little girl ran and laughed and played.
9. Oliver Wendell Holmes sat down and wrote that stirring poem.
10. The artist took up his brushes and began to paint.
11. The heavy car moved out of the drive.
12. The driver sat behind the wheel.
13. Some one called.
14. Everybody listened.

4. Vary the meaning of each of the preceding sentences as widely as you can by adding adverb phrases.

5. Comparison of Adverbs

Many adverbs, like adjectives, have degrees of comparison. But most of these, especially those ending in *ly*, are compared by means of *more* and *most*. Thus:

The boys worked *carefully*. (POSITIVE DEGREE)
The girls worked *more carefully*. (COMPARATIVE DEGREE)
The men worked *most carefully*. (SUPERLATIVE DEGREE)

Some adverbs are compared by means of the endings *er* and *est*. Among these are a number of adverbs that have the same form as the corresponding adjectives: namely, *cheap*, *dear*, *quick*, *early*, *fast*, *near*, *loud*, *slow*, *long*, *high*, *hard*. Thus:

POSITIVE	COMPARATIVE	SUPERLATIVE
soon	sooner	soonest
often	oftener	oftenest
cheap	cheaper	cheapest

The adverbs *little*, *much*, *well*, *ill*, *far*, and a few others are irregular in comparison. Thus:

POSITIVE	COMPARATIVE	SUPERLATIVE
little	less	least
much	more	most
well	better	best
ill (badly)	worse	worst
far	farther	farthest

Exercise. Point out the adverbs in the sentences that follow and tell what each one modifies. You should find at least twenty-five. How many more can you find? Compare some of the adverbs.

1. They wandered through the fields slowly and aimlessly.
2. He never thought of doing it less carefully.
3. Dobbin kept steadily on until he finally reached the barn.

4. He traveled far, but he often remembered his father's farm.
5. The soldiers fought bravely, but they were badly defeated.
6. Now and then, but very seldom, they took the train to the city.
7. The fast train never moved faster than on that occasion.
8. Why do you sell this so dear and that so cheap?
9. Only yesterday he greeted me most politely right here.
10. Very recently I arrived at the station first.
11. Look carefully and you will surely see the bird.
12. I can distinctly hear it singing softly in the bush.
13. At last the message came in quite clearly over the radio.

6. Project: *Making Up a "Review of Reviews"*

Every week and month there appear in the magazines many articles that you have not time to read. Would it not be a good plan for each pupil in the class to read one of these articles and then to make a report of it to the class? These reports might be made once a month or once in two weeks.

Oral Exercise. 1. Read an article selected by you or the teacher. Make a note of those matters in it that you believe would interest your classmates. Then choose a suitable title or headline, think out a beginning sentence that will at once win the ear of the class, and tell briefly not about the entire article but only about those parts of it that will surely be listened to with attention by your classmates.

2. Try to find in the daily or weekly publications a cartoon that would interest the class. Instead of showing the cartoon, explain it. Tell what the cartoonist's purpose was and make clear to the class how he attains that purpose.

Written Exercise. Instead of talking about the articles, you and your classmates may enjoy getting up a little monthly magazine, a *Review of Reviews*, in which you will briefly report the interesting things you have learned in your reading.

7. Correct Use of Adverbs

I. The comparative degree is used in comparing the acts of two persons or things; the superlative, in comparing the acts of three or more. Thus:

John ran *faster* than James, but Frank ran *fastest* of all.
Harriet came downstairs *more quietly* than Thomas. (COMPARATIVE)
Of all those boys and girls Harriet came *most quietly*. (SUPERLATIVE)

II. It is incorrect to use *more* or *most* with adverbs that are already in the comparative or the superlative degree. Thus:

He does it *better* than I. (NOT: *more better* than I)
Of the three children she studies *hardest*. (NOT: *most hardest*)

Completion Test. Fill each blank in the following sentences with the correct form of the adverb in parentheses:

1. (*pleasantly*) The old man smiled —— than his brother.
2. (*clumsily*) Of all these animals the elephant moves ——.
3. (*suddenly*) The storm came —— than we expected.
4. (*brightly*) The sun shone —— than it did yesterday.
5. (*carefully*) Jane dusts —— than Susan; but Mary dusts —— of all.
6. (*soon*) You arrived much —— than we thought you would.
7. (*often*) It snowed —— that winter than last winter, and —— during the month of January.

III. One negative makes a denial. Thus, "I can see you" is changed to "I cannot see you" (a denial) by adding one negative word. Two negatives contradict each other and make the sentence affirmative. "I didn't do nothing" means that the speaker did something.

I could *not* see a bird anywhere. (NOT: I could *not* see a bird *nowhere*.)
I could see a bird *nowhere*.
I *never* told anybody. (NOT: I *never* told *nobody*.)

Exercise. Change each of the following sentences into a denial, that is, into a negative statement. Try to do this in several ways. Thus:

I have something to say.
I have *nothing* to say.
I haven*'t* anything to say. } (NOT: I haven*'t nothing* to say.)

1. I did give George a ball.
2. I saw something behind the barrel.
3. I was planning to go somewhere.
4. I was on the train with John.
5. I am going to the circus.

IV. Many errors result from using an adjective in place of an adverb, and an adverb in place of an adjective.

1. An adverb cannot properly be used as a predicate word. A predicate word, as we know, always describes the subject of the sentence, which is always a noun or a word or a group of words used as a noun; but an adverb modifies or describes only verbs, adjectives, or other adverbs. Thus:

He feels *unhappy*. (NOT: He feels *unhappily* or *badly*.)
The music sounds *beautiful*. (NOT: The music sounds *beautifully*.)
This flower smells very *fragrant*. (NOT: This flower smells very *fragrantly*.)
It all seems *strange* to me. (NOT: It all seems *strangely* to me.)

2. When, on the other hand, the verb of the sentence is to be described or explained, an adverb is properly used; indeed, as we know, an adjective cannot modify a verb. Thus:

He throws the ball *badly*. (NOT: He throws the ball *bad*.)
She danced *beautifully*. (NOT: She danced *beautiful*.)
The teacher *carefully* smelled the strange flower.
The man acted *strangely*. (NOT: The man acted *strange*.)
He looked his mail over *hastily*. (NOT: He looked his mail over *hasty*.)

3. Notice, however, that speak *loud* and *quick*, work *hard*, run *fast*, go *slow*, buy *cheap*, sell *dear* are correct, because *loud*, *quick*, *hard*, *fast*, *slow*, *cheap*, and *dear* are used both as adverbs and as adjectives. It is correct to say both "You are slow" and "You work slow."

Exercise. Select the correct word in each of the sentences that follow and explain your selection:

1. He felt (sick, badly) and went to bed.
2. The motor worked (bad, badly), and we were delayed.
3. Mr. Brown is feeling (sick, badly) this morning.
4. She looked (beautiful, beautifully) in her new dress.
5. Though the water was rough, our boat sailed along most (beautiful, beautifully).
6. He seems very (happy, happily).
7. They lived very (happy, happily) together.
8. The interview ended most (happy, happily).
9. He can do it (easy, easily).
10. It looks (easy, easily).

Drill in Correct Use. Read these sentences rapidly several times, selecting the correct word for each without delay, as you read.

V. Some adverbs wrongly used are *most* for *almost*, *awfully* for *extremely*, *dreadfully* for *exceedingly*. Thus:

It *almost* took my breath away. (NOT: It *most* took my breath away.)

It was *extremely* funny. (NOT: It was *awfully* funny.)

It is *exceedingly* annoying. (NOT: It is *dreadfully* annoying.)

VI. Adverbs should be placed as near the words they modify as is necessary to make the thought clear. Thus, "I *never* told him that I was sick" and "I told him that I was *never* sick" have a totally different meaning, and the difference is due altogether to the position of the word *never*.

Exercise. Explain the meaning of each of the following sentences:

1. I only ate my breakfast with my little brother.
2. I ate my breakfast only with my little brother.
3. John only borrowed enough money to pay his fare.
4. John borrowed only enough money to pay his fare.
5. Nearly every boy in the room was old enough to go.
6. Every boy in the room was nearly old enough to go.
7. I only saw Mr. Brown on Tuesday.
8. I saw Mr. Brown only on Tuesday.

8. Drill in Correct Use

Read the following sentences aloud repeatedly, selecting the correct words as you read. Perhaps the teacher will take the time of your first reading and, later, the time of a reading that follows much careful practice. Then you will be able to see what progress you have made.

1. Fred and Frank both run fast, but Frank runs (fastest, faster).
2. Of the three girls Julia studies the (hardest, most hardest).
3. I couldn't see a book (nowhere, anywhere).
4. I couldn't see (any, no) book (anywhere, nowhere).
5. I never told (nothing, anything) to (nobody, anybody).
6. He threw the ball (carelessly, careless).
7. Doesn't the baby smile (sweet, sweetly)!
8. The candy tastes (sweetly, sweet).
9. The man acted (strange, strangely).
10. He was hasty; he looked the paper over (hasty, hastily).
11. It all seems (strange, strangely) and (suspiciously, suspicious).
12. Watch your step; look (carefully, careful) where you go.
13. He seems (careful, carefully); he looks not careless but (carefully, careful).
14. The girl smiled (pleasant, pleasantly).
15. She appeared kind and (pleasantly, pleasant); she looked (pleasant, pleasantly).

16. The boy spoke (clear, clearly) and (distinctly, distinct).
17. The stone (most, almost) hit him on the foot.
18. He was (awfully, very much) shocked.
19. He didn't say (nothing, anything).
20. He said nothing to (anybody, nobody).
21. We were (almost, most) asleep when we reached home.
22. Didn't you (never, ever) take the trip?
23. It's (exceedingly, dreadfully) tiresome.
24. But it isn't (nothing, anything) to the trip we took last year.
25. Jane sings well, but Fanny sings (best, better).
26. Fannie sings (more better, better) than Jane.
27. Who of those three boys receives the most praise? The (taller, tallest) one?
28. She sings (most, almost) as well as her mother.
29. I didn't see (nobody, anybody) doing (nothing, anything).
30. The violin music sounded (beautiful, beautifully) to the happy boy.

9. Vocal Drill

Exercise. 1. Stand erect, hands hanging easily at sides. Inhale quickly. Exhale slowly and steadily; sound *n-n-n.* Repeat again and again, making the sound as even and prolonged as possible.

2. Repeat with *oo*; with *oh*; with *ah*; with *oh-ee-ah.*

3. Repeat the following rime several times, speaking each word distinctly:

> When Ajax strives some rock's vast weight to throw,
> The line, too, labors, and the words move slow.

10. Words Sometimes Mispronounced

Oral Exercise. Notice how the teacher pronounces each of the following words. Pronounce it in the same way. Pronounce the entire list repeatedly with distinct, correct, and pleasant utterance.

address	bouquet	aisle	poem
redress	adult	burst	poet
recess	ally	sleek	poetry
resource	dessert	creek	figure
detail	finance	shall	figuring

Dictionary Work. Find out from the dictionary the meaning of each word that you do not know well. Then use it in a sentence, pronouncing it correctly. Try to make an interesting sentence.

11. Reporting Things Seen, Heard, or Done

Oral Exercise. Let each pupil be ready to tell his classmates an interesting experience that he has had in the winter time. Think over carefully what you wish to relate to the class, decide what should be told first, what next, what after that, and keep this outline in mind as you speak. Would it be a good plan to write a program on the board, the title of which might be "Winter-Time Fun"? The subject of each pupil's talk could be written under this general title.

Perhaps the following list of subjects will help you to decide what to talk about:

1. Coasting with a Bobsled
2. My First Pair of Skates
3. Games on the Ice
4. Building a Snow Fort
5. Catching Rides
6. Animal Tracks in the Snow
7. Fishing through the Ice
8. Making a Skating Rink
9. The Accident
10. The Store Windows at Christmas Time
11. A Race on the Ice

Group Exercise. Let the class consider each talk and tell what its best points are. If any incorrect English is used, this as well as too many *and*'s should be called to the speaker's attention.

12. Review: Adjectives and Adverbs

Exercise. 1. Pick out the adjectives in the following sentences. Tell (1) the degree of each (if comparative or superlative) and (2) the use of each.

1. Instead of hard coins his fingers touched warm, soft curls.

2. In utter amazement Silas fell on his knees and bent his gray head.

3. Little things — twisted roots, trailing vines, dead and rotten wood — made me stumble.

4. Duncan immediately commenced, in an embarrassed voice, the half-forgotten message.

5. The whole story of the capture of Quebec is full of romantic splendor and pathos.

6. The Armenian's little white mare paced toilingly through the loose sand.

7. Don Quixote sought out one of his neighbors, a country laborer and a good honest fellow, though poor in purse and poor in brains.

8. I lay down on the grass, which was very short and soft.

9. What is necessary for true success in life?

10. Another ant carried the oval body to a steep incline of loose sand.

2. In the following sentences point out the adverbs. Tell what word each modifies.

1. The boy stood intently watching the jet of water, when suddenly he was startled by a slap on the shoulder.

2. Later, at another place where the landing could be more easily effected, Hudson went quietly ashore in the canoe of an old Indian chief.

3. The canoes were skillfully made out of the trunks of trees, each carefully hollowed trunk forming a canoe.

4. The Indians seemed very glad when the white men offered to trade with them.

5. When De Soto finally reached the banks of the Mississippi his band was in a truly pitiable condition.

6. His mother never told him to give money to strangers.

7. His mother told him never to give money to strangers.

8. Where are you going?

9. How do you do?

10. When shall we see you again?

11. The Boy Scouts camped here, the Camp-Fire Girls yonder.

12. I have seldom seen a pleasanter sight than those brown tents in the woods.

13. Regularly at eight o'clock they ate breakfast.

14. The boys plunged eagerly into the water.

15. Some swam very far from shore, — in fact, too far.

16. Now and then there were accidents.

17. Hereafter no one is permitted to swim alone beyond that rope.

18. They ran noisily up the beach.

19. Charles looked up and saw a large hawk.

20. Swiftly it plunged down into the water.

21. Soon it came up with a fish in its claw.

22. They little knew George who thought he was not a brave lad.

23. You do this well.

24. Are you well to-day?

25. Scarcely a minute passed before they saw him again, now on top of the log.

Group Exercise. A number of recent compositions should be read to the class slowly, a pause being made after each sentence to give time for questions about the adjectives and adverbs in it.

1. Is there any mistake in the use of adjectives or adverbs?

2. Are the adverbs well chosen? Can you substitute better ones? Can you add suitable adverbs and so improve some of the sentences?

13. Project: *Making a Skating Rink*

Oral Exercise. 1. Did it ever occur to you that the school playground could be made into a skating rink? Why could not this idea be carried out by you and your classmates? Present your plan to the class in a short talk.

2. Would it be a good idea to interest in the rink other classes in the school? Let three speakers be chosen to present the plan to each of the other classes. Let the first of these three speakers tell the general plan and the reasons in favor of it, let the second explain how a skating rink is made, and let the third make clear what the class can do to help to put the plan in operation. If the boys are to make the rink themselves, they will probably need the help of the boys of every class. How can the girls help? Can the janitor help? Where can the money be obtained to pay him? This should all be made clear to the hearers. Perhaps each class will vote on the matter at the end of the talks.

Written Exercise. It is now time to explain the plan to the principal of your school and perhaps to the superintendent and to the board of education. You may decide to write a letter in which the whole scheme is fully and clearly explained and permission is asked to carry it out. Let each member of the class write such a letter, each trying to write with clearness, good sense, and enthusiasm; then let the class hear the letters read, and decide which are the best three.

14. Practice: Capitals and Punctuation Marks

Exercise. Look up rules 19, 20, 21, 22, 23, 40, 41, 43. Read them, together with the illustrations. Write examples of your own and explain how each illustrates the rule you have in mind.

Test and Practice. Proceed as you were directed in the test, dictation, and correction exercises on pages 44 and 45.

15. Test in Applied Grammar

Exercise. The following sentences contain eleven grammatical errors of the kind you have been studying lately. Can you find them, tell why they are errors, and correct them?

1. The boy said he could see no bird nowhere in those woods.
2. I never told nobody there were many birds there.
3. He studied the most hardest of all those boys.
4. The engine is a good one. It certainly runs good.
5. I saw Tom and Fred yesterday. I only saw Fred to-day.
6. We girls were scolded for only eating candy.
7. He has been a mechanic a long time, and he certainly works right skillful.
8. How beautifully she plays. How beautifully the music sounds.
9. He was selling more cheaper than his neighbors, and he was buying more cheaper.
10. He hasn't no kind of business to be here.

Drill in Correct Use. After you have made sure of each correction in the sentences above, read these sentences aloud repeatedly, making corrections rapidly as you read.

Review and Drill. Read the following sentences repeatedly, correcting the thirteen errors in them as you read:

1. I never seen a finer game.
2. He never done a harder day's work.
3. Have you ever went to the banks of the Missouri River?
4. There's folks who live near the ocean.
5. There's many boys that have never seen mountains.
6. Has George came home yet?
7. Have you saw him anywhere?
8. What has he did?
9. They have rang the bells; they have sang the first song.
10. "Who has drank my glass of milk?" asked the little bear.
11. I haven't saw no one drinking it.

16. What You Have Studied in This Chapter (Six)

The following summary gives you a bird's-eye view of the chapter. Notice that the subjects are grouped under three headings: (I) Grammar; (II) Composition; (III) Review and Drill.

I. Grammar

Adverbs (124)
Adverb phrases (127)
Comparison of adverbs (130)
Correct use of adverbs (132)

II. Composition

Speaking and writing; single paragraphs (126)
Choosing suitable adverb modifiers (128)
Project: *Making Up a "Review of Reviews"* (131)
Reporting things seen, heard, or done (137)
Project: *Making a Skating Rink* (140)

III. Review and Drill

Drill in correct use (134, 135, 141)
Vocal drill (136)
Words sometimes mispronounced (136)
Dictionary work (137)
Review: adjectives and adverbs (138)
Practice: capitals and punctuation marks (140)
Test: dictation exercise (140)
Test in applied grammar (141)
Drill in correct use (141)
Review and drill (141)

Note. The numbers in parentheses refer to pages.

CHAPTER SEVEN

THE MODIFIERS IN THE SENTENCE: ADJECTIVE CLAUSES, ADVERBIAL CLAUSES

1. Introduction

1. Squirrel climbed tree.

2. The nimble gray squirrel in my friend's yard climbed the old oak tree near the porch.

3. Dog frightened rabbit.

4. Our neighbor's dog nearly frightened the little white rabbit out of its wits by his sudden dash into the garden and by his noisy, angry bark.

5. Marble rolled.

6. The red-glass marble from the school store rolled slowly out of the ring into the high grass.

7. Slippers fell.

8. Mary's satin dancing-slippers fell unexpectedly to the floor with a sharp click.

9. Lecturer made remarks.

10. Amid laughter and cheers the famous lecturer from England at once made many witty remarks about schoolboys and schoolgirls in America.

Exercise. 1. In sentence 1 above are there any adjective modifiers? Are there any adverb modifiers? What part of the sentence is *squirrel*? What part is *climbed*? What part is *tree*? Add modifiers to the subject; to the verb; to the object. Give the sentence you now have.

2. Point out the adjectives in sentence 2 above. Point out the adjective phrases. Point out the adverbs and the adverbial phrases.

3. Point out the subject, the verb, and the object in sentence 4. Tell what each adjective, adjective phrase, adverb, and adverbial phrase modifies in this sentence.

4. Explain how sentence 5, which reads like a telegram, differs from sentence 6.

5. In the same way compare sentence 7 with sentence 8; sentence 9 with sentence 10.

You have learned that certain parts of every sentence are the essential parts. These are the principal word of the subject, the verb, and, in some sentences, a predicate word, or an object.

With the essential parts of a sentence there are usually other parts. These are the modifiers. You have learned about the following modifiers: adjectives and adjective phrases, adverbs and adverbial phrases.

There are still other modifiers, which will now be explained.

2. Adjective Clauses

Exercise. 1. Point out the principal word of the subject in the first sentence below; in the second sentence; in the third sentence:

1. *Sensible* men kept still.
2. Men *of sense* kept still.
3. Men *who were sensible* kept still.

2. In each of the three sentences above point out the modifier of the principal word of the subject. Tell whether the modifier is an adjective or an adjective phrase.

3. As we know, an adjective phrase does not contain a subject and predicate. In the third sentence above does the modifier of *men* contain a subject and predicate? What is the subject? What is the predicate? Can *who were sensible* be called an adjective phrase? Why?

Here, then, we have a group of words that is used as a part of a sentence and yet contains a subject and predicate of its own. Such a group is called a **clause.**

A clause is a group of words that forms part of a sentence and contains a subject and predicate.

Exercise. In the following sentences pick out the adjectives and the clauses that are used as adjectives:

1. The falling snow covered the fields and roads.
2. The snow *that fell steadily* covered the fields and roads.
3. The flying geese were headed for the South.
4. The wild geese *which flew by* were headed for the South.
5. The experienced hunter regarded them with interest.
6. The hunter, *who was a woodman of experience*, was interested.
7. The boys hastened to the frozen river.
8. The boys ran to the river, *which was frozen over.*

A clause that is used like an adjective is called an adjective clause.

Since an adjective modifies only nouns or pronouns, an adjective clause is used to modify only nouns or pronouns.

Adjective clauses are often introduced by the words *who*, *which*, *that*, *when*, and *where*.

Exercise. Point out the adjective clauses in the following sentences and tell why each is an adjective clause:

1. The place where he fought is marked with a stone.
2. I know the time when the train leaves.
3. The school which you will attend stands on the square.
4. I saw the man who invented that engine.
5. Tell me the book that you read last.
6. Here is the story which tells of that country.
7. The day when vacation begins will be a happy day for me.
8. This is the place where the peace treaty was made.

9. Do you know the day when the Declaration of Independence was signed?

10. Tell me the name of the man who signed in large letters.

11. They took the uncomfortable train that made the fastest time.

12. The year when he was born began a new century.

13. New York is a city that has a fine harbor.

14. The book, which lay open on the table, told the story of Columbus.

15. Show me the place where it happened.

3. Adverbial Clauses

Exercise. 1. Read the following sentences:

The soldiers arrived *at the appointed hour.*
The soldiers arrived *when the appointed hour came.*

2. What kind of phrase is *at the appointed hour*? Why? In the second sentence, is the group of words in italics a phrase? Give the reason for your answer. Has it a subject and predicate? Could we call this group of words an adverbial clause? What does it modify?

A clause that is used like an adverb is called an adverbial clause.

Exercise. In the following sentences pick out the adverbial clauses and tell what verb each modifies:

1. The ship was gone when I awoke.

2. I wandered about the streets until I was tired.

3. Although I was in a strange country, I was not afraid.

4. Then we traveled many days across high mountains until we reached Persia.

5. I could not leave while he was sick.

6. I did not loiter there while our friends were away.

7. The kind ruler helped us while we were in his country.

8. As I remember that eventful journey I am filled with gratitude.

9. The merchants crowded about us after they had heard our story.

10. We joined the caravan when it started for home.

Adverbial clauses are often introduced by the words *where, when, while, until, because, although.*

Exercise. Point out the adverbial clauses in the following sentences and tell why each is an adverbial clause:

1. He stood where we could all see him.

2. When the clock struck twelve he arose and stepped to the front of the platform.

3. The accident happened while we were waiting for the train.

4. We waited until we grew tired of waiting.

5. Although you are my friend, I cannot do you this favor.

6. He grew angry because his brother would not open the door.

7. Come to see us when you can.

8. They anchored where the Nile flows into the Mediterranean Sea.

9. They camped where an Egyptian ruler once lived.

10. They departed when they had seen the Pyramids.

11. While they were in Africa the weather was mild.

12. Their automobile skidded when it reached the wet clay.

13. When you learn to drive your car please invite me for a short run.

14. If I have the time, I shall go with you.

15. Go when you should.

16. We shall not go while it is raining.

17. Wherever you go, carry your purse with you.

18. When the old man entered the room, everybody arose.

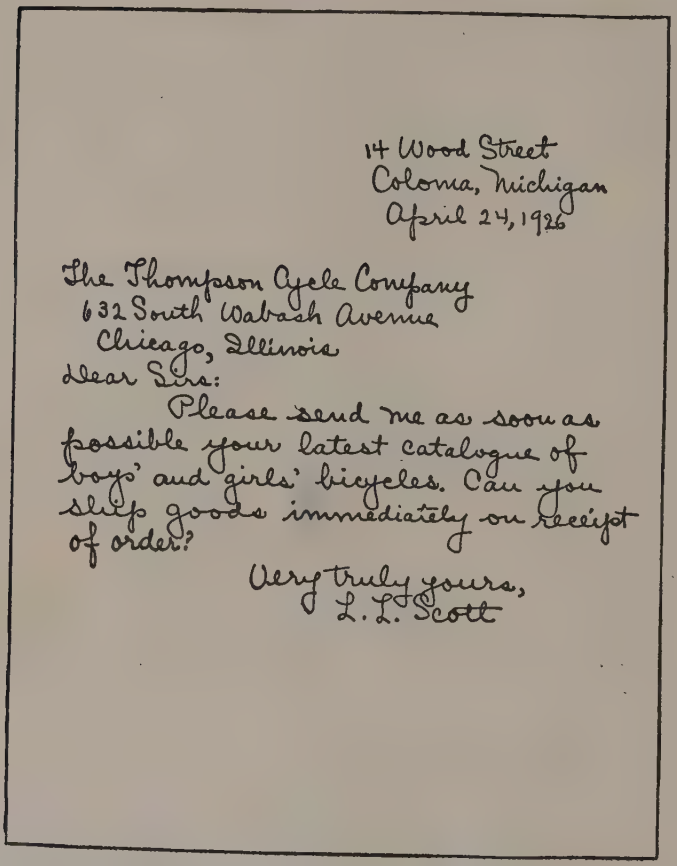
19. After we learned the correct form, we dropped the incorrect one altogether.

20. As he listened his smiles increased.

21. He burst into a boisterous laugh when he heard the end of the story.

22. Enter with much noise when you hear my knock.

4. Business Letters



14 Wood Street
Coloma, Michigan
April 24, 1926

The Thompson Cycle Company
632 South Wabash Avenue
Chicago, Illinois
Dear Sirs:

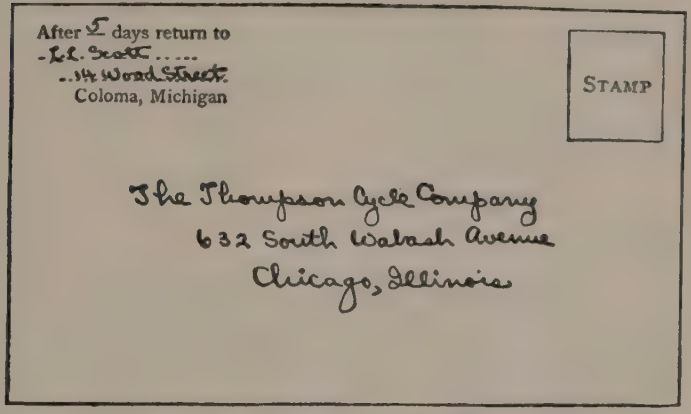
Please send me as soon as possible your latest catalogue of boys' and girls' bicycles. Can you ship goods immediately on receipt of order?

Very truly yours,
L. L. Scott

Mr. Scott is planning a surprise for his two children on their next birthdays, which fall only a few days apart. His plan is nothing less than to buy each of them a bicycle. The Scott family lives in the country, and since the dealer in the neighboring village has no large supply from which to choose, Mr. Scott

decides to have the two bicycles shipped from Chicago. Without a word to Tom, who is thirteen, or to Mary, who is twelve, he sends the letter which you saw on the preceding page.

The envelope he addresses as follows:



Dictation Exercise. Read the addressed envelope and Mr. Scott's letter, noticing the arrangement of the parts and the punctuation. Do you see that in a business letter the address as it is on the envelope precedes the greeting in the letter? Is it written in the same way in the letter as on the envelope? What punctuation mark follows the greeting? Now, from dictation, write the letter and address the envelope. Notice and copy the return address on the envelope. Compare with the book what you have written and correct any mistakes.

In a few days the catalogue arrives, and in the same mail the letter shown on the following page.

Mr. Scott chooses from the catalogue the two bicycles he wishes to buy. But before sending his order he thinks it best to examine the catalogues of two other manufacturers. He decides to write for these without delay.

THE THOMPSON CYCLE COMPANY
MANUFACTURERS OF
PEERLESS BICYCLES AND MOTORCYCLES
632 South Wabash Avenue

Chicago, April 26, 1926

Mr. L. L. Scott
14 Wood Street
Coloma, Michigan

Dear Sir:

Your letter of April 24 asking for our latest catalogue of boys' and girls' bicycles is received. We are to-day mailing you this catalogue, together with our new price list. As you will notice, we are making substantial reductions on the prices of all goods purchased from us during the present month.

Since we are the manufacturers of these bicycles, we always have a large stock on hand and can ship on the day an order reaches us.

We trust that we shall soon have the pleasure of filling your order.

Very truly yours,
The Thompson Cycle Company

Written Exercise. Write these two letters for Mr. Scott. After writing the first, try to make the second still better. Perhaps your teacher will make suggestions for improvement. Imagine that one of the manufacturers is in St. Louis, Missouri, and the other in Des Moines, Iowa. Compare letters and envelopes with those written by Mr. Scott, on pages 148 and 149.

In due time these additional catalogues arrive, but they contain nothing to make Mr. Scott change his mind. He writes at once his letter ordering the bicycles from the Thompson Cycle Company.

Written Exercise. As if you were Mr. Scott, write this letter ordering the bicycles. Their catalogue numbers are B–717 and G–248. Inclose a money order for forty dollars. They are to be shipped by freight on the Pere Marquette Railroad. Impress upon the Thompson Cycle Company that you intend these bicycles for birthday presents and must have them in a few days. No time should be lost in shipping. Address the envelope for this letter. Add the return address.

Group Exercise. Several of these letters and envelopes should be copied on the board for class criticism. The class should look for mistakes of all kinds, one kind at a time, as in preceding exercises of this sort.

5. Distinguishing between Adverbial Clauses and Adjective Clauses

It is as easy to distinguish between an adverbial clause and an adjective clause as between an adjective and an adverb.

An adjective clause, like an adjective, modifies only nouns or words used as nouns.

An adverbial clause, like an adverb, modifies only verbs, adjectives, and adverbs.

Exercise. 1. Point out the adjective clauses in the following sentences and name the noun that each modifies:

1. Whenever he went about the village, he was followed by a troop of children.
2. He would fish for a whole day without a murmur, though he did not get a single nibble.
3. Rip was a happy mortal who never worried.
4. When an old newspaper fell into their hands, they would listen eagerly to the contents while it was read aloud by the schoolmaster.
5. When anything displeased the landlord, he would send forth short, angry puffs from his pipe.
6. He threw himself on a green knoll that crowned the brow of a cliff.
7. It would be dark before he could reach the village in the valley.
8. Franklin had just arrived in Paris, where he spent several happy years.
9. He stood where Napoleon once stood.
10. Washington left on the day when Cornwallis arrived.
11. That was the time when quick action saved the day.
12. Lincoln smiled when he heard the story.
13. He pardoned the soldier who had fallen asleep at his post.
14. Remain awake while you are on duty.
15. He borrowed the book that he wanted to read.

2. Point out the adverbial clauses in the sentences above and name the verb that each modifies.

6. Essentials and Modifiers

From a cave in the rocks a huge mother wolf appeared, stealthily, as all wolves come out of their dens. A pair of green eyes glowed steadily like coals deep within the rock entrance. A massive gray head rested unseen against the gray rock. Then the whole gaunt body glided like a passing shadow into the June sunshine and was lost in a cleft in the rocks.

A moment before the hillside had appeared utterly lifeless — still and rugged and desolate. Yet now, so quietly did the old wolf appear, so perfectly did the rough gray coat blend with the rough gray rocks, the hillside seemed just as tenantless as before. A stray wind seemed to move the mosses. That was all. — WILLIAM J. LONG, "Northern Trails" (Adapted)

We have learned that we cannot express ourselves at all, in language, without sentences, that is, without the essentials of sentences. We cannot express ourselves fully without the words, phrases, and clauses that are modifiers of the essentials.

Strip the first sentence in the preceding selection of its modifiers, and what have we left? Only the short sentence "wolf appeared," that is, a subject and a verb. Compare this bare statement with the sentence in its original form; observe the added meaning and interest that result from the added modifiers.

Exercise. 1. Pick out the essentials of each sentence in the first paragraph of the preceding selection and write them. This will give you the paragraph stripped of all its modifiers. Read this bare paragraph.

2. Now add to your essentials the modifying words, phrases, and clauses of the subject. Read the paragraph in this improved form.

3. Now add the modifying words, phrases, and clauses of the predicate.

Group Exercise. 1. Several recent compositions may be copied neatly on the board, so that the whole class may study them as the foregoing selection has just been studied. The teacher, standing at the board, will write the essentials of each sentence as the pupils name them. The modifiers may be added orally.

2. Can any of these modifiers be improved? That is, can clearer and more expressive modifiers be put in their places?

3. Can new modifiers be added to any of the essentials, for the improvement of the compositions?

7. More Business Letters

The bicycles arrive and are enjoyed by the two children. But in a few days it is discovered that the hard-rubber handles were not securely fastened to the handlebars. All four have become loose. One has dropped entirely off and been lost. Mr. Scott writes at once to the manufacturers about it. Their reply is shown on the following page.

Oral Exercise. What especially interests you in the letter from the Thompson Cycle Company? What words help to make it a pleasant and courteous letter? What is the main idea or topic of the first paragraph? Of the second? Of the third?

Written Exercise. Write the outline of that letter. Then close your book and, with this outline before you, write the letter in your own words or such of the letter's words as you recall.

Correction Exercise. Compare your letter with the one in the book. Compare the headings, the addresses, the greetings, the endings. Does your letter contain three paragraphs?

8. Building Sentences

The numbered sentences below contain no modifiers. Add modifiers to each bare sentence. Add an adjective clause or an adverbial clause to each. Try to make interesting sentences.

1. Soldier saw object.
2. Horse leaped fence.
3. Car skidded.
4. Balloon appeared motionless.
5. Basket seemed empty.
6. Baby pointed.
7. Birthday came.
8. Riders halted.
9. Boys heard shot.
10. Ink was dry.

THE THOMPSON CYCLE COMPANY
MANUFACTURERS OF
PEERLESS BICYCLES AND MOTORCYCLES
632 South Wabash Avenue

Chicago, May 8, 1926

Mr. L. L. Scott
14 Wood Street
Coloma, Michigan

Dear Sir:

We learn with regret that the rubber hand-grips were not properly glued to the handlebars, and we thank you for calling our attention to the matter. We cannot explain it except as an unusual error in our finishing department.

It is not a difficult piece of work to fasten these grips. We are sending you by parcel post a tin of the kind of glue we use, and another grip to take the place of the one which was lost. Rub the glue thickly on the insides of the grips, push them over the ends of the handlebars, and allow a day for drying. We are sure that thereafter you will find the grips firmly in place. We have never known them to become loose when once properly attached.

If we can serve you further in this or any other matter we shall be glad to hear from you.

Very truly yours,
The Thompson Cycle Company

9. Review: Sentence Study; Adjective and Adverbial Clauses

Oral Exercise. Point out the essential parts of the following sentences and name the modifiers of each part. Tell what kind of modifier each is.

1. The speaker, who was standing near the open door, heard the sudden noise on the porch.
2. While she listened she mended the child's clothes.
3. The poor man who lay in bed paid no attention to them.
4. They put on the table some medicine which the doctor had left.
5. This old house, which is on Royal Street, stood there long ago.
6. My father knew this old place, which is in the very heart of old New Orleans.
7. My father, who knew this old place, sometimes visited it.
8. When my father first told me about New Orleans, I was a very small boy.
9. The coarse, cheap shirt that he wore was white and clean.
10. An expression of frankness overspread the face, which was sunburnt.
11. A big old Russian ship, which a certain man had bought, lay at anchor in the canal at Amsterdam.
12. Eva's two older brothers, who were experienced sailors, could not take their eyes off the strange vessel.
13. As these farmers passed through the village they made a funny sight.
14. I shall go to school until I graduate.
15. The dust which blew up and down the street was most unpleasant.
16. There was no wind when we began our long walk.
17. When I arrived in London, I had forgotten my friend's address.
18. Joseph, who liked the English people, rented a little house in the suburbs of London.
19. Many of the persons who are mentioned in that diary were my own acquaintances and friends.

20. While the sun shone brightly we kept our courage.

21. As I placed the parchment in your hand the Newfoundland dog entered and leaped upon your shoulders.

22. Scrooge kept his eye upon his clerk, who, in a dismal little cell, was copying letters.

23. The carriage, which was drawn by four horses, dashed round the turn of the road as the little old man appeared at the doorway.

24. The ticking of many clocks among the curious lumber of the shop, and the faint rushing of the cabs in a near thoroughfare, filled up the interval of silence.

25. The little pale, round-shouldered dealer looked at me over the top of his gold spectacles, which rested lightly on the end of his nose.

26. Suddenly a very jovial gentleman beat with a staff on the door while he shouted the dealer's name.

27. The light that filtered into the room through the small and dirty skylight was exceedingly faint.

28. Knock at my door when you are ready.

29. Shall you go to town when your brother goes?

30. Who is not brave when there is no danger?

31. Write to me whenever you have time.

32. Call again to-morrow, after you have finished your school work.

33. He who does his best does enough.

34. He does enough who does his best.

35. Read the poem aloud when you have studied it.

36. He cannot govern others who cannot govern himself.

37. Praise God, from whom all blessings flow.

38. When a man becomes obstinate in error, reason cannot always reach him.

39. Look before you leap. Think before you speak.

40. No one is free who commands not himself.

41. He who is fortunate in a son-in-law finds a son.

42. Of good fortune, as of ripe fruit, we must make the most while it lasts.

Group Exercise. Now let us apply to our own compositions what we have learned in this chapter. Several compositions

should be copied on the board or read aloud slowly, so that the class may study each sentence in them. What are the modifying words, phrases, or clauses? Can these be improved? Can any sentences be improved by the addition of suitable modifiers?

10. Vocal Drill

Exercise. 1. Read quietly at the ordinary rate. Try to see how many words can be read easily without inhaling.

2. Read to the class a paragraph from your history, but speak the words in whispers. This whispered reading will compel you to speak distinctly in order to be understood.

11. Words Sometimes Mispronounced

Oral Exercise. Pronounce the following geographical names as the teacher pronounces them to you. Read the entire list several times aloud.

American	Northerner	Missouri	Chicago
English	Southerner	Iowa	New York
Italian	Chinaman	Des Moines	Philadelphia
Portuguese	Negro	Saint Louis	Detroit
Indian	Arab	Arkansas	Seattle

Dictionary Work. At the back of the complete dictionary you will find a gazetteer. Look up the word *gazetteer*. Then, in the gazetteer itself, look up a number of the places named in the list above. What information does the gazetteer give about a place?

12. Practice: Capitals and Punctuation Marks

Exercise. In the Appendix find the rules that apply to the use of capitals and punctuation marks in the heading, the greeting, and the ending of letters. Then make up a skeleton letter like that on page 32 and point out the application of the rules above.

Test and Practice. Proceed as you were directed in the test and the correction exercise on pages 44 and 45.

13. Test in Applied Grammar

Exercise. The following sentences contain common grammatical errors that you have studied during the present school year. There are nineteen in all. Can you detect and correct them? How quickly can you read these sentences, each in its corrected form?

1. There is many boys that can repair automobiles.
2. She sings sweetly and plays beautifully.
3. The roses smelled very sweetly.
4. He hasn't no business interfering with our business.
5. It was not me who said, "The apple tastes deliciously."
6. John looked around cautiously but didn't see nothing.
7. It was him who was always talking about burglars.
8. There 's millions in that invention.
9. The brake was made of swedish steel in american mills.
10. I admit that you are more taller than I am.
11. Is Kansas City the largest of all other cities in Missouri?
12. Mary was economicaller than Lucy.
13. Be quiet, close the door careful, and speak soft.
14. See them frisky goats.
15. Those kind of animals are intelligenter than cows or horses.

Drill in Correct Use. When you know well how to correct each error in the preceding sentences, read these sentences aloud several times, making the corrections as you read. Read more and more rapidly, as you gain in skill.

Review and Drill. Read again on pages 15 and 41 what you have learned about certain troublesome words. Reread the drill sentences on pages 16, 41, and 42, as well as on pages 65 (bottom) and 66. Can you now read them without making a single mistake and even without hesitation or stumbling?

14. What You Have Studied in This Chapter (Seven)

The following summary gives you a bird's-eye view of the chapter. Notice that the subjects are grouped under three headings: (I) Grammar; (II) Composition; (III) Review and Drill.

I. Grammar

Sentence essentials and modifiers (143)
The clause (145)
Adjective clauses (144)
Adverbial clauses (146)
Adjective and adverbial clauses distinguished (151)

II. Composition

Business letters (148)
Essentials and modifiers (152)
More business letters (154)
Building sentences (154)

III. Review and Drill

Review: sentence study; adjective and adverbial clauses (156)
Vocal drill (158)
Words sometimes mispronounced (158)
    Dictionary work (158)
Practice: capitals and punctuation marks (158)
    Test: dictation exercise (159)
Test in applied grammar (159)
    Drill in correct use (159)

Note. The numbers in parentheses refer to pages.

CHAPTER EIGHT

SENTENCE STRUCTURE: SIMPLE, COMPOUND, AND COMPLEX SENTENCES

1. Introduction

A simple sentence is a sentence that has one subject and predicate.

That you learned some time ago. If a sentence has more than one subject and predicate, it is not a simple sentence. Thus, the first sentence below is a simple sentence, but not so the second or the third:

1. The exciting game on that eventful day lasted from early afternoon until sunset.
2. The home team, that fought hard, went down to defeat.
3. We heard the clock that strikes the hours.

Exercise. 1. Can you tell why the first sentence above is a simple sentence? Why is the second not a simple sentence? Why is the third not a simple sentence? Point out the subject and the predicate of the first sentence.

2. Most of the following sentences are simple, but two are not. Can you find these two?

1. The dogs leaped upon the woodchuck.
2. He had a fever when he was in Spain.
3. Away down the mountain side a little hut could be seen through our guide's powerful field glass.
4. Many, many little children had ridden on his knee.
5. The pirate's brother smiled grimly.

6. John saw the odd ship on the horizon.
7. The girls ran eagerly to the shore.
8. The quickness of the blow allowed no dodging.
9. The evil that men do lives after them.
10. The industrious workman often wins wealth and happiness.

3. Name the subject and the predicate of each of the preceding sentences that are simple sentences.

Exercise. 1. Name the subject and the predicate of each of the following sentences. Which of these sentences are simple sentences? Give your reasons.

1. The stove smokes.
2. The old stove smokes badly.
3. The old stove in the kitchen always smokes badly.
4. Boys fly kites.
5. Many boys eagerly flew their large and small kites in that fine, steady wind.
6. The girl became a swimmer.
7. Gradually the little girl became an expert swimmer.

2. Rewrite the sentences above, adding an adjective clause to the subject of each. Thus, the following three sentences show the first sentence rewritten with three different adjective clauses modifying the subject. Draw a line under each of your adjective clauses.

The stove, *which is a very old one*, smokes.
The stove, *which my father bought long ago*, smokes.
The stove, *which has just been repaired*, smokes.

3. Read your list of seven sentences. Does each contain *more than one* subject and predicate? Can they be called simple sentences? Why not? Read again the definition of a simple sentence.

4. Again rewrite the seven numbered sentences on the preceding page, this time adding an adverbial clause to the verb of each. The following three sentences show three different adverbial clauses added to the verb of the first sentence. Draw a line under each of your adverbial clauses.

The stove smokes *when the wind blows hard.*
The stove smokes *if you leave the drafts wide open.*
The stove smokes *although the chimney has been well cleaned.*

5. Read your list of seven sentences containing adverbial clauses. Does each contain *more than one* subject and predicate? Can they be called simple sentences? Why?

2. Principal and Dependent Clauses

which usually arrives late

Exercise. 1. Does the group of words above mean anything? Does it puzzle you? Does it make complete sense? Does it have a subject and predicate?

2. Does the group of words below make complete sense? Does it have a subject and predicate?

The train was on time to-day.

Let us put these two groups of words together. Then we have the sentence

The train *which usually arrives late* was on time to-day.

3. Which of the two parts of this sentence makes sense without the other part? Which partly depends on the other for its meaning? Which of these two parts or clauses should you call the principal clause? What might you call the other clause?

When a sentence consists of more than one clause, the clause that can stand alone and make complete sense is called the principal clause.

The other clause, whose meaning depends in part on the principal clause, is called the dependent clause.

NOTE. The principal clause is also called the independent clause or the main clause. The dependent clause is also called the subordinate clause.

Exercise. 1. Combine in sentences those groups of words below that are under the same numbers.

2. In the sentences so formed, which is the principal clause? Why?

1. after he had tasted it
   the boy kept the candy
2. which I have long wanted to read
   my father bought me a book
3. when he promised her good health
   the girl obeyed the doctor's rules strictly
4. before I see you again
   it will be a month
5. where the apple woman used to stand
   this is the very corner

Exercise. Each of the following sentences consists of a principal clause and a dependent clause. Point out these clauses.

1. The Sahara, which is the largest desert in the world, is not smooth and level.
2. There are mountainous sections, which travelers cross with difficulty.
3. The hunter, who had spent several months in Africa, had seen several noble-looking lions.
4. The African elephant has large ears, which cover the whole of his shoulders.
5. When he is startled, the rhinoceros goes madly forward like a buffalo.
6. He charges through everything that is in the way.
7. When the hot day's work was done, the Arabs cooked their supper.

8. The animals in the tent were quiet and sleepy when the alarm was sounded.

9. A locomotive dashed into a freight car, which stood on the siding.

10. When we finally left the mine, we found ourselves covered with coal dust.

11. The pupils laughed heartily when their teacher told the story.

12. The pupils laughed heartily over the story which their teacher told.

3. Two-Minute Talks; Paragraph Study

Oral Exercise. Did you ever think what you would do if you were the richest man in the world? Tell the class what wonderful plans you would carry out, but first arrange your ideas clearly in one-two-three order.

Written Exercise. Write several paragraphs in which you tell the class what you would do if you were the richest man in the world. The preceding exercise has made you think about this question. Now, as you write, you will probably be able to tell of far-reaching plans that will seem to your classmates both sensible and very interesting.

Have a brief outline in mind or on paper; that is, arrange your ideas in one-two-three order before you begin to write.

Group Exercise. Several of these compositions should now be copied on the board or read aloud slowly.

1. Let each pupil consider every adjective modifier. Can a better word or phrase or clause be substituted for it? Can adjective modifiers be added anywhere and the sentences improved?

2. In the same way study each composition for the improvement or the addition of adverbial modifiers.

3. How many paragraphs has each composition? Are these properly indented? Is there in any one paragraph something that belongs in another?

4. Review: Adjective Clauses and Adverbial Clauses

A. Adjective Clauses

Exercise. Name the principal clause in each of the following sentences. Then point out the dependent clause and tell what noun it modifies. All the dependent clauses in these sentences are used like adjectives. They are adjective clauses.

1. The net *which was full of fish* was slowly drawn in.
2. The hut which was the home of the fisherman stood near the shore.
3. The great forest which they beheld began at the shore.
4. The forest which was full of game contained some fine trees.
5. We saw the man who had done the brave deed.
6. A little rabbit that had been hiding somewhere suddenly ran out.
7. Those boys who had cameras took pictures of it.
8. He discovered a river which only the Indians of that valley knew.
9. This is the land which formed the battle ground.
10. Everywhere they saw the signs which they had read about.
11. I tell you that which you yourselves do know.
12. I am near to the town where I was born.
13. The battle is won by the men that fall.
14. Birth is a thing that I care nothing about.
15. You who are my friend know me better.

An adjective clause is a clause that is used like an adjective. It describes or points out a noun or a pronoun. It is a dependent clause.

B. Adverbial Clauses

Exercise. Name the principal clause in each of the following sentences. Then point out the dependent clause and tell what verb it modifies. All the dependent clauses in these sentences are used like adverbs. They are adverbial clauses.

1. The sun was shining *when I awoke.*
2. While I stood on the dock two canoes appeared.
3. He waited until the fish bit again.
4. Although I had studied the lesson, I could not answer the question.
5. I waved the flag while the game continued.
6. The pupils planted the tree where the old flagpole had stood.
7. After the branches were lopped off, the trunk looked slender and bare.
8. The little chickens ran under cover when they heard the old hen sounding the warning call.
9. When autumn arrived these soldiers were eager to return to their homes.
10. Although business was poor, the industrious boys earned considerable money.
11. When the weather changes, he changes his clothes.
12. If you delay longer, you will surely miss your train.
13. When we made this suggestion, they laughed at us.
14. While stands the Coliseum, Rome shall stand.
15. When falls the Coliseum, Rome shall fall.

An adverbial clause is a clause that is used like an adverb. It modifies a verb. It is a dependent clause.

5. The Complex Sentence

We know that a simple sentence is made up of one subject and predicate. Therefore a sentence that contains an adjective clause or an adverbial clause cannot be called a simple sentence; for the principal clause of such a sentence contains one subject and predicate, and the dependent clause contains another subject and predicate. What shall we call a sentence with more than one subject and predicate?

A sentence that consists of a principal clause and one or more dependent clauses is called a **complex sentence.**

Exercise. Which of the following sentences are complex? Point out the dependent clause in each of the complex sentences and tell what word in the principal clause it modifies. Tell whether it is an adjective or an adverbial clause, and why.

1. We saw Mt. Shasta from the car window.
2. Mt. Shasta, which we saw for several hours from our car window, is an extinct volcano.
3. When at last we saw Mt. Shasta, we were not disappointed.
4. Great quantities of beef are shipped to other countries.
5. Great quantities of beef are shipped to other countries that need it.
6. The fruit that he ate daily improved his health.
7. The boy who was reading a book of adventure did not hear the whistle.
8. When we visited friends in San Francisco, we saw many Chinamen on the streets.
9. The aviator who lost his life was my friend.
10. This is the very spot where he dropped.
11. Early evening was the time when he died.
12. The girl who studied her lessons well won the prize.
13. An arrow, which was painted red, lay on the ground near the tent.
14. An old sailor, whom Pizarro visited in his youth, had been a voyager with Columbus.
15. When Pizarro reached Peru the royal palaces were structures of rough stone.

A complex sentence is a sentence that consists of a principal clause and one or more dependent clauses.

6. Project: *Publishing a Blackboard Newspaper*

Oral Exercise. How could a blackboard newspaper be published by your class? Explain to your classmates how you would run such a newspaper. Perhaps the following questions will help you to clear up your thoughts about this new plan:

1. Should it be a daily, a different group of half a dozen pupils publishing it each of the five schooldays? What name shall you give it?

2. Should there be one editor in chief each day or should the entire group of half a dozen pupils be responsible for the interest, the good taste, and the neat appearance of its paper?

3. Should each pupil in each group be a reporter, one pupil having charge of the local news, another of the national news, still another of the foreign news, a fourth furnishing a joke or a humorous anecdote or a riddle, a fifth reporting the lectures, concerts, or moving pictures of the day, and a sixth helping where needed?

4. Should there be an editorial section?

5. Should there be headlines?

6. Should the newspaper be placed on the blackboard every morning before school, each editor or reporter writing his own column, and the entire group reading the entire paper for mistakes?

Group Exercise. Following the preceding suggestions or improvements on them, the class may form several groups, one for each schoolday, and proceed to publish the blackboard newspaper. It may be published as long as the groups can keep it interesting, in good taste, and worth while.

7. The Compound Sentence

1. The colonists objected to taxation without representation.

2. The colonists, who objected to taxation without representation, decided to fight for their rights.

3. Both sides armed, and both sides fought.

Exercise. What kind of sentence is the first sentence above? Why? What kind is the second? Why? Is the third sentence a simple sentence? How can you tell? If it is a complex sentence, which is the principal clause and which is the dependent clause?

Some sentences consist of two or more clauses, but no clause is a dependent clause. Each clause can stand alone and make

sense, as if it were a simple sentence. Each clause is independent. Thus, sentence 3 on page 169 consists of two such independent clauses, each of which makes sense alone:

Both sides armed.
Both sides fought.

Such a sentence, like 3 on page 169, consisting of two or more independent clauses, is called a **compound sentence.**

Exercise. Which of the following sentences are simple and which are compound? Give the reason in each instance.

1. It is an interesting book.
2. I cannot read it now.
3. It is an interesting book, but I cannot read it now.
4. I saw the parade.
5. I did not go to the circus.
6. I saw the parade, but I did not go to the circus.
7. Fred was most interested in the elephants.
8. Fred saw the parade, and John went to the circus.
9. July and August are warm months.
10. Take off your coat, and get to work.
11. Siberia is the greatest fur-producing country in the world, and its output of skins is enormous.
12. The mountain scenery around Lake Baikal is grand, and an abundance of fish lives in the lake's cold depths.
13. What's your name, and where do you live?

A compound sentence is one that consists of two or more independent clauses, usually connected by conjunctions.

The conjunctions commonly used to connect the independent clauses are *and*, *but*, *for*, *or*, and *therefore*.

Some simple sentences have a compound subject. As:

Mary and Lucy were at school.

Mountains, *valleys*, *and villages* could be seen quite distinctly from the flying airplane.

Some simple sentences have a compound predicate. As:

Frank *took his gun and shot the rat.*
The playful child *ran and jumped and skipped down the path.*

Such sentences are not compound sentences. A compound sentence must have two or more independent clauses. As:

My name is George, and your name is Peter.
George Washington was born in Virginia, but Abraham Lincoln was born in Kentucky.
I like cats, but I like dogs better.

Exercise. Six of the following sentences are compound. The others are simple sentences with compound subjects or with compound predicates. Point out each kind of sentence.

1. Friend and foe joined in the celebration.
2. Everybody in every village and town everywhere laughed and shouted and put a flag in his window.
3. It was the beginning of peace, and it was the beginning of universal happiness.
4. He runs well, jumps well, and plays tennis well.
5. Pay your bill, or return the goods.
6. Will you go south this winter, or will you stay at home?
7. They walked, they motored, they traveled by train, and they even made part of the journey in a rowboat.
8. Tom, Dick, and Harry were there.
9. The horses were showing signs of fatigue, and Jack brought them to a halt in a clump of trees near the road.
10. The hotel was noisy; consequently we got little sleep.

8. Compound and Complex Sentences Distinguished

The first sentence in each of the following groups is compound, the second is complex.

1. The weather is fine, *and* we shall drive into the country.
   When the weather is fine, we shall drive into the country.

2. It is an interesting book, *but* I cannot read it now.
Although it is an interesting book, I cannot read it now.

3. I saw the parade, *but* I did not go to the circus.
Though I saw the parade, I did not go to the circus.

Each clause of a compound sentence can stand alone and make sense. That is why such clauses are called independent clauses.

Only the principal clause of a complex sentence can stand alone and make sense. The other clauses depend on the principal clause for their meaning; that is why they are called dependent clauses. They cannot stand alone.

We need both compound and complex sentences, as well as simple sentences. Sometimes a simple sentence expresses our thought best, but often we could not say exactly what we mean if we did not have the others.

Exercise. Which of the following sentences are compound? Which are complex? There is one simple sentence. Can you find it?

1. Every man desires to live long, but no man would be old.
2. When I was in Venice, I picked up several interesting souvenirs, which I still have.
3. Old New York is one thing; modern New York is quite another.
4. Think of America in 1776, and think of America in 1926.
5. They spoke and we listened.
6. When Daniel Webster spoke, everybody listened.
7. I went into the garden, where the grass was wet with the dew that lay upon it.
8. This is the dog that worried the cat that killed the rat that ate the malt that lay in the house that Jack built.
9. All day long and all next day, too, the cannon, the rifles, and the machine guns roared and rattled and beat a tattoo about that brave little village on the war-infested boundary between France and Belgium.
10. If you are honest, you will be respected for that.

11. Do you know where Boone is, and can you tell me the shortest way there?

12. He asked for bread, and they gave him a stone.

9. Sentence Study

The thought one wishes to express decides usually whether one should use a simple sentence, a compound sentence, or a complex sentence. Observe the following compound sentence:

Fred had not written his letter, *and* the ink bottle was empty.

The sentence sounds foolish. It is not clear. The reader is puzzled over what the two clauses of the sentence have to do with each other. Now notice the following sensible complex sentences:

1. *Because* the ink bottle was empty, Fred had not written his letter.

2. *Although* Fred had not written his letter, the ink bottle was empty.

Exercise. 1. Is the following a good, sensible compound sentence?

George was reading "The Deerslayer," and he had eaten his breakfast.

2. Is the following complex sentence better?

George, who had eaten his breakfast, was reading "The Deerslayer."

Exercise. 1. The first sentence in each of the following groups is what kind of sentence? What kind of sentence is the second in each group? Which of each pair is the better one; that is, which expresses the thought more sensibly?

1. We are going to travel in Asia, and it is the largest continent in the world.

2. We are going to travel in Asia, which is the largest continent in the world.

3. The Chinese are our neighbors across the Pacific, and we should know about them.

4. Since the Chinese are our neighbors across the Pacific, we should know about them.

5. The strange people proved unusually interesting, and we became acquainted with them.

6. When we became acquainted with them, the strange people proved unusually interesting.

7. The principal gave the signal, and the game started.

8. When the principal gave the signal, the game started.

9. The peddler had often sold us tinware, and we never saw him after that spring.

10. Although the peddler had often sold us tinware, we never saw him after that spring.

2. Change to complex sentences those of the following compound sentences that would be improved by the change:

1. Everybody wishes to live long, but nobody wants to be old.

2. The morning dawned, and the king gazed with delight at the famous city, and he hoped it would soon belong to him.

3. I was in Paris, and I bought several pretty dresses, and I still have them.

4. The sun was shining brightly, and people were already up and doing.

5. They saw the ship, and they shouted for joy.

6. The boy struck a match, and the gas suddenly exploded.

7. The old man retired to bed early that night, but worry over his son kept him from sleeping.

8. Here have I lived, and here will I die.

9. Thou shalt sow the earth with corn, and I will strew it with ashes.

10. In those woods I will still hunt the deer; over yonder waters I will still glide in my bark canoe.

11. I awoke and rubbed my eyes and I saw my father standing at my bedside.

12. John graduated from the seventh grade and he began to wear long trousers.

13. The boys made a third effort and they succeeded in loosening the rope.

14. I was looking at a store window and a man asked me to give him some money.

15. These boys are all ambitious and they will succeed.

10. The "*and*" Habit; Short Sentences

". . . and he met Frank and spoke to him and Frank's manner showed that he did not care to speak and Fred decided to trouble him no further and they have not spoken to each other since and . . ."

Every day one hears stringy sentences like the one above. As you observe, most of the clauses are loosely joined by the word *and*. Careless speakers form this "*and*" habit. They do not know that it makes their speaking unpleasant, unclear, and uninteresting. If you have this foolish and disagreeable habit, you cannot break yourself of it too soon.

There are several ways of overcoming the "*and*" habit.

1. One way is to use simple sentences more. By doing so you avoid using *and*, *and so*, *and then*, unnecessarily. Instead, you bring one sentence sharply to a close before you begin another. Sentences do not need to be held together by a string of "*and's*."

2. Another way is to use complex sentences more. This can easily be done by beginning sentences with such conjunctions as *when*, *while*, *although*, *if*, *since*, or *because*.

Let us apply these two rules to the clumsy, formless, and unwieldy sentence above. Notice the two results:

1. "He met Frank• He spoke to him• Frank's manner showed that he did not care to speak• Fred decided to trouble him no further• They have not spoken to each other since•"

2. "*When* he met Frank and spoke to him, Frank's manner showed that he did not care to speak. *As* Fred decided to trouble him no further, they have not spoken to each other since."

NOTE. The heavy periods are inserted on page 175 to emphasize the fact that the speaker's voice is dropped at the end of each sentence. Each sentence comes to a clear-cut close there. Notice the two complex sentences in 2. They begin with the conjunctions *when* and *as*.

Oral Exercise. As an exercise in using short sentences, break up the following paragraphs into as many short simple sentences as you can. Read these aloud, coming to a sharp stop at the end of each, dropping the voice there, and making a clear-cut pause before beginning the next sentence. Thus:

It was before the days of railroads• People made the overland trip to California• They suffered untold hardships• Thousands perished• Some died of hunger• Some died of exposure• Some were killed by the Indians• Here is a graphic picture• It is a picture of the suffering of these hardy Western pioneers• The story of the ill-fated Donner party gives it•

ACROSS THE PLAINS IN 1846

Before the days of railroads, those who made the overland trip to California suffered untold hardships. Thousands perished from hunger and exposure, or were killed by the Indians. A graphic picture of the sufferings of these hardy Western pioneers is given in the story of the ill-fated Donner party.

The central figure is a little girl named Eliza Donner. She was less than four years old when her adventures began, but many of the events were impressed on her memory so indelibly that when she was nearly seventy years old she told them for the boys and girls of to-day.

Eliza Donner lived with her parents and four sisters, one younger and three older than herself, on a farm near Springfield, Illinois. One day in the spring of 1846 she learned that her father and her mother had decided to move to California. Such a jour-

ney was not so easy a matter as it is in this day of railroads. For many hundreds of miles of the way there was not even a wagon road. Roving Indians were everywhere. California was then a part of Mexico. Yet when the Donners decided to make the five months' journey, seven of their neighbors asked permission to go with them. In all, thirty-two persons agreed to share the dangers of the plains.

Eliza was much interested in the preparations for the journey. She saw three big white-covered wagons brought into the yard, and watched her parents as they loaded them. In one wagon they placed seed and farming implements for their own use in California, as well as laces, muslins, satins, and velvets which they hoped to trade for land. The second wagon held the supplies of food and clothing for the journey, as well as the tents and other things to be used in camp, and the bright-colored garments, beads, necklaces, looking-glasses, and so forth, with which unfriendly Indians were to be appeased. The third wagon was to be the family home on wheels. Each wagon was to be drawn by three yoke of sturdy oxen. Three extra yoke of oxen, five saddle horses, beef cattle, and a dog were to follow the wagons.

JOHN T. FARIS, "Real Stories from Our History"

11. The "*and*" Habit; Complex Sentences

In order to break oneself of the "*and*" habit, one should practice using short simple sentences or using complex sentences. In this section practice is provided in the use of complex sentences.

Observe the difference between the series of simple sentences below and the rewritten passage following, which expresses the same thoughts but in a different form.

1. There were once twenty-five tin soldiers. **2.** These soldiers were brothers. **3.** They had all been made out of the same old tin spoon. **4.** They lay in this box. **5.** The lid was taken off the box. **6.** They heard something. **7.** The first thing was the words, "Tin soldiers!"

8. A little boy spoke these words. **9.** He clapped his hands. **10.** He was happy. **11.** The soldiers were his birthday present.

(*a*) There were once twenty-five tin soldiers. (*b*) They were brothers, for they had all been made out of the same old tin spoon. (*c*) When the lid was taken off the box in which they lay, the first thing they heard was the words, "Tin soldiers!" (*d*) A happy little boy, who clapped his hands, spoke these words, for the soldiers were his birthday present.

Oral Exercise. 1. How is sentence (*b*) formed? Examine sentence (*c*) and tell how it was made. Sentence (*d*) is a combination of which sentences?

2. Each of the following paragraphs consists of simple sentences. Observe how choppy each series of simple sentences is. Combine these sentences so as to make smoother, better, more readable paragraphs. Do not, however, combine them with *and's*, *and so's*, and *then's*, thus forming stringy and pale compound sentences. Instead, use complex sentences. Begin your sentences with such conjunctions as *when*, *while*, *where*, *since*, *as*, *because*, *unless*, *although*, *if*.

1. Each soldier was exactly like the rest. One, however, was different. He had only one leg. He had been cast last of all. There had not been quite enough tin to finish him. The other soldiers stood firmly on their two legs. He stood as firmly on his one. His fortunes became very remarkable.

2. The tin soldiers had been set up on a table. Several other toys were there. One attracted most attention. It was a pretty little paper castle. It had tiny windows. Through these one could see straight into the hall.

3. Little trees stood in front of the castle. These trees clustered around a little mirror. The mirror represented a lake. Swans of wax swam on the surface of this lake. It reflected their images.

4. Evening came. The tin soldiers were put in their box. The people in the house went to bed. Now the playthings began to play.

They visited. They fought battles. They gave parties. The tin soldiers rattled in their box. They wished to join the rest. They could not lift the lid.

5. The next morning came. The children got up. The one-legged tin soldier was placed on the window sill. The window was opened. The wind blew. The tin soldier fell head foremost to the street below. It was a tremendous fall. Over and over he turned in the air. At last he came to a stop. His cap and bayonet stuck fast between the paving stones. His one leg stood upright in the air.

12. More Exercises in Variety in Expression

Oral Exercise. 1. Improve the following paragraphs by combining some or all of the simple sentences in them to form compound or complex sentences but mainly the latter:

There was once a merchant. He was very rich. He could have paved a whole street with gold. Even then he would have had enough left for a small alley. He did not do so. He knew the value of money better. He would not use it in this way. He was clever. Every shilling he put out brought him a crown. So it continued as long as he lived.

His son inherited his wealth. He lived a merry life with it. He went to a masquerade every night. He made kites out of five-pound notes. He threw pieces of gold into the sea instead of stones.

In this manner he soon lost all his money. At last hardly anything was left. A pair of slippers was left. An old dressing-gown was left. Four shillings were left. Now all his companions deserted him. They would not walk with him in the streets. One of them was very good-natured. He sent him an old trunk. He sent with it this message, "Pack up!"

"Yes," he said, "it is all very well to say 'Pack up.'" But he had nothing left to pack. He seated himself in the trunk.

It was a very wonderful trunk. If any one pressed on the lock, the trunk could fly. He shut the lid. He pressed the lock. Away flew the trunk up the chimney. He was in it. It flew right up into the clouds. The bottom of the trunk cracked. He was in great fright. He feared

the trunk might fall to pieces. He would have turned a tremendous somersault over the trees. However, he arrived safely in Turkey.

2. Improve the following paragraphs. Where it seems best to combine simple sentences into compound or complex ones, do so. Be careful to avoid poor compound sentences and meaningless *and's*.

It was in the afternoon. The sun was going down. A mother sat at the door of a cottage. Her little boy sat at the door of the cottage. She talked to him about the Great Stone Face. They had but to lift their eyes to see it. There it was plainly to be seen. It was miles away. The sunshine brightened all its features.

There was a family of lofty mountains. A valley was there. It was a spacious valley. It contained a thousand inhabitants. Some of these good people dwelt in log huts. These were on steep and difficult hillsides. The black forest was all around them. Others had their homes in comfortable farmhouses. They cultivated the rich soil. The soil was rich on the gentle slopes or level surfaces of the valley. There were still others. These were congregated into populous villages. Here some wild, highland rivulet tumbled down from its birthplace. Its birthplace was in the upper mountains. This rivulet had been caught and tamed. Human cunning had caught and tamed it. It was compelled to turn the machinery of cotton factories. The inhabitants of this valley, in short, were numerous. They were of many modes of life. Some were grown people. Some were children. All had a kind of familiarity with the Great Stone Face. Some possessed the gift of distinguishing this grand natural phenomenon more perfectly than many of their neighbors.

13. Kinds of Conjunctions

Some conjunctions connect clauses that are of equal rank; that is, that make sense independently of each other. Thus:

The sun arose *and* the birds began to sing.
Your work is good *but* your charges are too high.

These conjunctions are called **coördinate conjunctions.**

Other conjunctions connect dependent or subordinate clauses with principal ones. Thus:

If I go, you may go with me.
You cannot succeed *unless* you study harder.

These conjunctions are called **subordinate conjunctions.**

Since clauses joined by coördinate conjunctions are necessarily of equal rank, the resulting sentence must always be a compound sentence. Observe the following compound sentences:

The boys passed to the right, *and* the girls passed to the left.
You are my friend; *therefore* I shall help you.

On the other hand, joining a subordinate or dependent clause with a principal one by means of a subordinate conjunction makes a complex sentence. Observe the following complex sentences:

He cannot make the journey *if* you do not lend him some money.
Explain it to him *in order that* he may not repeat the mistake.

Some of the coördinate conjunctions in common use are

and	or	however	still
but	nor	therefore	nevertheless

Some subordinate conjunctions in common use are the words *if*, *that*, *unless*, *though*, *although*, *as*, *because*, and phrases used as single conjunctions, like *as if*, *as well as*, *so that*, *in order that*; these phrases are sometimes called *compound conjunctions*.

Exercise. Point out the subordinate conjunctions in the following sentences and tell what clauses they connect. Tell which clause is the principal, which the subordinate or dependent one. A subordinate conjunction always introduces a subordinate clause.

1. Though Bryant was a delicate child, he grew strong and lived to a hale old age.

2. If one really has anything to say, now is the time to speak.

3. As we have seen, Montezuma had been frightened by the coming of the Spaniards.

4. Although everybody seemed to be friendly, Cortes well knew his great danger.

5. In order that he might stop the fighting, Montezuma appeared in the central turret of the building.

6. Many times during the journey the Indians questioned Champlain in order that they might learn his plans.

7. Champlain knew the expedition to be useless unless he could capture the leaders.

Some conjunctions are used in pairs. They are called **correlative conjunctions.** Each of the connected words, phrases, or clauses is preceded by one of the two conjunctions that make the pair. In this way the connection is made clearer or more emphatic. Thus:

We spent *not only* the winter *but also* the summer in California.
Neither you *nor* he knew what was going on in the other room.
I don't know *whether* to go *or* to stay.
Both John *and* Mary attended the lecture.
Although I often heard of him, *yet* I never saw him.

CORRECT USE

I. *Like* is not a conjunction. Thus:

My sister looks *like me.* (NOT: My sister looks *like I look.*)
Do it *as* I do it. (NOT: Do it *like* I do it.)
He talks *as if* he wanted to scare us. (NOT: He talks *like* he wanted to scare us.)

II. *Without* is a preposition, not a conjunction. Thus:

You can work it out *without my helping you.* (NOT: You can work it out *without I help you.*)

Unless you help me, I cannot succeed. (NOT: *Without you help me*, I cannot succeed.)

III. *Than* is a conjunction, not a preposition, and is used after *other* and after comparative words. Thus:

He is taller *than I* (that is, *than I am*). (NOT: He is taller *than me*.)
She is quicker *than he* (that is, *than he is*). (NOT: She is quicker *than him*.)
He has more money *than I* (that is, *than I have*). (NOT: He has more money *than me*.)

14. Game: *Building Sentences*

Let one of the following groups of words be put on the board. It consists, of course, of a bare subject, verb, and either object or predicate word, and is the merest skeleton of a sentence. The entire class suggests suitable modifiers for each of the essential parts. The teacher writes these on the board, each where it belongs in the sentence, so that all may see the sentence grow. As word modifiers, phrase modifiers, clause modifiers, are added to subject, to verb, to object, or to predicate word, the game is to see how long and interesting a sentence *within limits of good sense* the class can build. Perhaps the girls will build some sentences, and the boys others. Whose are the longer? Whose are the better?

1. Boy owned dog.
2. Day was pleasant.
3. Pupils have garden.
4. Hunter shot wolf.
5. Girls became studious.
6. Man saw schoolboys.
7. Book was history.
8. Sister had bank account.
9. Animal surprised children.
10. Fire destroyed house.
11. Pupil wrote composition.
12. Men made speeches.

When the preceding groups of words have been made into well-rounded sentences, the pupils themselves may suggest others with which to continue the game.

15. Debating

Let the class be divided into two parties, or sides, on one of the following questions. Half the class takes the view that the question is to be answered with a *Yes*. This half, as you already know, is called the *affirmative* side. The other half, which favors the opposite view and answers the question with a *No*, is called the *negative* side.

1. Can one be successful in life without a high-school education?
2. Should boys be required to take a course in cooking and sewing?
3. Is life in the city to be preferred to life in the country?
4. Is summer to be preferred to winter?
5. Is carelessness the most costly of bad habits?
6. Is it better for a boy or a girl to be poor than to be rich?
7. Does one learn more useful things in school than out of school?
8. Which is the more important study, English or arithmetic?
9. Should the long summer vacation be abolished?
10. Is athletics as important as geography or history?
11. Have girls an equal chance with boys to become famous?
12. Should every girl learn to cook?

Written Exercise. Let each pupil make an outline of what he has to say about the question. These outlines may then be read aloud to the class, and some of them put on the board. The class will decide which are the best two outlines for the affirmative side and which the best two for the negative.

Oral Exercise. The pupil who wrote the best outline for the affirmative side begins the debate in a three-minute or four-minute talk in which he presents his side of the question. He is followed by the speaker for the negative. Then the second speaker for the affirmative presents that side of the argument again, and he is followed in turn by the second speaker on the negative side.

Group Exercise. After the debate the teacher, or a committee of pupils, will decide which side won, giving the reasons for the decision. Then the class may discuss the debate, keeping the following questions in mind:

1. Was any good argument for either side omitted by the debaters?
2. Did any of the speakers use incorrect English?
3. Was any one of the talks partly spoiled by the fact that the speaker used too many such words as *and, and so, and then*?

16. Drill in Correct Use

Oral Exercise. Speaking distinctly, read the following sentences repeatedly, and choose the correct forms as you read:

1. That boy talks (like, as) his father (talks).
2. Can you do that (unless, without) I help you.
3. He is taller than (me, I) but shorter than (she, her).
4. (Without, Unless) you help, I cannot win.
5. I cannot go (unless, without) you go, too.
6. Do it (like, as) I do it; work (as if, like) you meant it.
7. Read (like, as) John does, though he is younger than (we, us).

17. Vocal Drill

Exercise. 1. Stand erect, arms and hands hanging easily at sides. Inhale quickly and quietly without raising the shoulders, taking a full breath. Exhale slowly, sounding *oh-ee-ah* just a little below the usual pitch of the speaking voice. Go up one full tone and back. Then go down one full tone and back. Then combine the two. Continue the latter exercise as long as the breath lasts. Repeat and repeat.

2. Read a paragraph aloud, slowly at first, then more rapidly, but always distinctly, without effort or strain, and in a pleasant tone of voice. Repeat and repeat.

18. Words Sometimes Mispronounced

Oral Exercise. Listen carefully as the teacher pronounces each of the words below; then pronounce it the same way. Finally pronounce the entire list repeatedly.

inquiry	Tuesday	automobile	accelerator
romance	student	coupé	radiator
gondola	tube	sedan	aviator
gondolier	piano	carburetor	aviation
two, too, to	pianist	motometer	aëroplane

Dictionary Work. In order to impress these correct pronunciations on your mind, look them up in the dictionary. Also, learn there the meaning of each word of which you are not certain. Then use several of these words in interesting sentences.

19. Practice: Capitals and Punctuation Marks

Exercise. Read rules 34, 35, and 46, together with the examples, in the Appendix. Turn to pages in the present chapter for examples of the same three rules. Now write several illustrative sentences of your own.

Test and Practice. Proceed as you were directed in the test and correction exercises on pages 44 and 45.

20. Sentence Study; Conjunctions

Exercise. 1. Point out those of the following sentences that are simple, those that are compound, and those that are complex:

1. Two and two equal four.
2. The French and the Americans fought side by side.
3. The Americans remembered the Revolutionary War, in which the French, under Lafayette, had helped them.
4. The Americans helped the French, and the French helped the Americans.

5. Benjamin Franklin, who was a lovable and diplomatic man, was sent to Paris during those troublous days.

6. Arnold had turned traitor, and that fact alone made the winter doubly hard for the Americans.

7. It was the hour when every man was needed.

8. We stood near the place where the treaty was signed.

9. An idler is a watch that lacks both hands.

10. A fool speaks all his mind, but a wise man reserves something for hereafter.

11. I was not living here when they bought that little farm.

12. Wherever you go, I will go.

13. When the hour strikes, I shall be ready.

14. I saw the strange bird, but the bird did not notice me.

15. The little girl, who had learned that I was her friend, showed me into the sitting room.

2. Point out each subordinate conjunction in the sentences above and tell what kind of clause it introduces.

3. Point out the coördinate conjunctions that connect clauses in compound sentences.

21. Grammar Review

Exercise. 1. Give a complex sentence.

2. Give a compound sentence.

3. Give a simple sentence with a compound subject.

4. Give a simple sentence with a compound predicate.

5. Give a simple sentence with a compound subject and a compound predicate.

6. Give a compound sentence with a compound subject in one of its clauses.

7. Give a compound sentence with a compound predicate in both its clauses.

8. Give a complex sentence with a compound subject in its principal clause and a compound predicate in its dependent clause.

22. Test in Applied Grammar

Exercise. Test your knowledge of grammar by seeing (1) if you can find and correct all the twelve common errors in the sentences below, and (2) how long it will take you:

1. I will not go without you go with me.
2. Without you I cannot open the heavy barn door.
3. Why don't you do it like I do it?
4. Why don't you study hard like the other boys?
5. He is taller than me, but I am heavier than him.
6. This sort of work will do nobody no good.
7. Those sort of workers will never get ahead.
8. She plays the violin beautifully. The music sounds beautiful.
9. How sweet the roses smell. How sweet the pudding tastes.
10. No one there would do nothing.
11. Is this me? Yes, it is me.
12. Is that he? Yes, it is he.
13. You must not say those sort of things.
14. It's a good automobile. It looks well and it runs good.
15. Them cars are my favorites.

Drill in Correct Use. When you know each error and can correct it quickly, read the sentences aloud several times, making the corrections as you go. Read more and more rapidly as you grow more expert.

Review and Drill. Read again what you have learned on pages 15 and 41 about certain troublesome verbs. Then reread the sentences given for drill in correct use on pages 15, 16, 41, 65 (bottom), and 66, selecting the correct forms promptly as you read.

23. What You Have Studied in This Chapter (Eight)

The following summary gives you a bird's-eye view of the chapter. Notice that the subjects are grouped under three headings: (I) Grammar; (II) Composition; (III) Review and Drill.

I. Grammar

The simple sentence (161)
Adjective clauses (162)
Adverbial clauses (163)
Principal and dependent clauses (163)
The complex sentence (167)
The compound sentence (169)
Compound and complex sentences distinguished (171)
Kinds of conjunctions (180)
    Coördinate (181)
    Subordinate (181)
    Correlatives (182)
    Correct use of conjunctions (182)
Sentence study; conjunctions (186)

II. Composition

Two-minute talks; paragraph study (165)
Project: *Publishing a Blackboard Newspaper* (168)
Sentence study: variety in expression (173)
The "*and*" habit; short sentences (175)
    John T. Faris, "Across the Plains in 1846" (176)
The "*and*" habit; complex sentences (177)
More exercises in variety in expression (179)
Debating (184)

III. Review and Drill

Review: adjective clauses and adverbial clauses (166)
Game: *Building Sentences* (183)
Drill in correct use (185, 188)
Vocal drill (185)
Words sometimes mispronounced (186)
    Dictionary work (186)
Practice: capitals and punctuation marks (186)
    Test: dictation exercise (186)
Grammar review (187)
Test in applied grammar (188)
    Drill in correct use (188)

Note. The numbers in parentheses refer to pages.

CHAPTER NINE

REVIEW

The year is coming to a close. What have you learned in English? You have studied how sentences are put together. You have studied about the essential parts and the modifiers. You have studied the parts of speech, phrases, and clauses.

Then, you have had lessons and practice in story-telling, in writing letters, in making outlines and grouping your sentences in paragraphs, in punctuation, and in a number of other things.

Let us briefly review these lessons; let us see what you remember of your grammar, what you can now do as a speaker and writer; and let us have a little final practice in speaking and writing.

1. Groups of Words, and Sentences

Exercise. 1. Show that you know what a sentence is by writing one about a bottle of ink; another about a lawn mower; another about a box of candy.

2. Examine your sentences with the following three questions in mind:

1. Has each sentence a subject and predicate?
2. Does it begin with — what kind of letter?
3. Does it end with the correct punctuation mark?

3. Which of the following groups of words are sentences? How can you surely tell?

1. Heap on more wood.
2. Have you seen the magician?

3. Great was his happiness.
4. His hat on the old armchair.
5. Many, many examples of his kindness to animals of every sort.
6. A trip around the world in less than eighty days.
7. Last week a visitor arrived from Brazil.
8. The unexpected arrival of the enemy's submarine.
9. A red-headed woodpecker on the old oak tree.
10. The singing teacher and the dancing teacher.

4. Add words to the groups above that are not sentences, and make sentences of them.

5. Tell what kind of sentence each is: declarative, interrogative, or imperative.

2. Story-Telling

Oral Exercise. Read carefully the anecdote below. Note the beginning and the ending. Close the book and silently tell the story to an imaginary listener. Refer to the book if you find you have forgotten anything. Now tell the story at home. In this way prepare yourself to tell it to your classmates. The questions below will measure your skill in story-telling.

> In a small village in the Middle West, before the days of rural free delivery, a group of farmers were crowded around the post-office window to get their mail. When the mail at last was sorted and the window was opened, the first farmer shouted in, "Any mail for Mike Howe?"
>
> The postmaster, who was a newcomer in the township, glared at the farmer over the rims of his spectacles and shouted back: "No. Not for your cow nor anybody else's cow."

Test. Your classmates already know the anecdote you are telling. They will listen, not for the point but to see whether you tell the story well. For this purpose they will keep the following questions in mind as you speak:

1. Do you stand well before the class? (Do not be afraid to look at your classmates. They are your friends.)

2. Do you speak loud enough? (There is no use speaking if no one can hear you.)

3. Do you speak distinctly? (There is no use speaking if no one can understand your mumbling.)

4. Do you make mistakes in grammar? (These spoil your story-telling as a spot on your collar or a smudge on your face spoils your appearance.)

5. Do you speak in an entertaining way, as if you had something interesting to tell? (You might surprise your classmates by telling the anecdote as if you were Mike Howe or Mrs. Mike Howe or the postmaster.)

3. The Parts of Speech

Test. Omitting the words in italics in the following selection, a pupil counted 33 nouns, 22 pronouns, 40 adjectives, 21 verbs, 4 adverbs, 13 prepositions, 7 conjunctions, and 1 interjection. Is that count correct?

One fine morning in summer a little tailor sat at his open window on a table at work; and many good things *could* he buy with the money he earned, for he was a clever little tailor.

A farmer's wife came down the street, *crying*: "Good jam, good jam!" The voice had a lively sound to the ears of the little tailor; he put his soft head *out* of the window and cried: "Come here, my good woman."

The woman ascended the three steps with her heavy basket, and stood before the tailor. He asked her *to uncover* the basket and *show* him the jam. *As soon as* he saw it, he rose from his table, put his nose down *to smell*, and exclaimed, "Oh! this jam smells so good *that* I *must have* four ounces of it." The woman had hoped *to sell* a large quantity. She gave him *what* he wished, but she went away angry and discontented.

GRIMM, "The Brave Little Tailor"

Exercise. 1. In a simple declarative sentence use each of the following words as a noun:

jump	paint	shoe	level
drive	laugh	cook	heat
whistle	escape	stick	dress

2. In a complex sentence use each word above as a verb.

3. Use each word in the list above either as a noun or as a verb (telling which) in an imperative sentence.

4. Letter Writing

The following formless mass of words is really a letter. It needs to be properly arranged. For you to do this will test your knowledge of letter form.

Written Exercise. Copy the following famous letter and arrange its parts correctly:

Executive Mansion Washington D C March 25 1864 Dear Madam I have been shown in the files of the War Department a statement of the adjutant general of Massachusetts that you are the mother of five sons who have died gloriously on the field of battle I feel how weak and fruitless must be any words of mine which should attempt to beguile you from the grief of a loss so overwhelming But I cannot refrain from tendering to you the consolation that may be found in the thanks of the Republic they died to save I pray that our Heavenly Father may assuage the anguish of your bereavement and leave you only the cherished memory of the loved and lost and the solemn pride that must be yours to have laid so costly a sacrifice upon the altar of freedom Yours very sincerely and respectfully Abraham Lincoln

Correction Exercise. Together with a classmate compare your copy with his. Then compare both with the model letter on page 30. Answer the following questions:

1. Is the heading of your copy correctly arranged and punctuated?
2. Is the greeting placed and punctuated as it should be?
3. Is each paragraph properly indented?
4. Is the ending correctly arranged and capitalized and punctuated?
5. Does the paper look neat and clean, as if you had washed your hands before writing and taken pains to place your copy attractively on the sheet of paper?
6. Is the penmanship easily readable?

5. The Essentials of the Sentence

Exercise. In each of the following sentences point out (1) the principal word of the subject, (2) the verb, (3) the predicate word, if there is one, and (4) the object, if there is one:

1. That is my opinion of him.
2. This book is my book.
3. Frank is tall, but Albert is taller.
4. Does that flower smell sweet?
5. Take your car, and drive after him.
6. He appeared pale and sick, but he was only tired and hungry.
7. As the sun was shining fiercely overhead in that endless desert, he soon became very thirsty.
8. He opened the bag carefully and found many jewels in it.
9. Although they would have been valuable in the great cities of the world, in the desert they were quite worthless.
10. It happened here July 4, 1776.

Exercise. 1. Give a simple interrogative sentence containing a predicate noun; a complex declarative sentence containing a verb followed by its object; an imperative sentence containing neither predicate word nor object.

2. Can you give a compound declarative sentence, one clause of which contains a linking verb with a predicate adjective and the other a transitive verb with its object?

3. Can you give a complex interrogative sentence of three clauses? Let the principal clause contain a predicate noun, one of the dependent clauses a predicate adjective, and the other dependent clause a transitive verb with its object.

6. Word Study

SYNONYMS

A word having the same meaning as another is called its synonym.

Test. 1. How quickly can you run through the first column of words below, giving for each verb another that has the same or nearly the same meaning? Do not name the words in the column. Only give their synonyms. Perhaps the teacher will time you as you try this test of your knowledge of words.

(1)	(2)	(3)
1. say	1. attractive	1. intelligence
2. see	2. stubborn	2. character
3. hope	3. swift	3. strength
4. dislike	4. sweet	4. information
5. answer	5. glad	5. exercise
6. declare	6. clean	6. play
7. examine	7. level	7. work
8. dodge	8. similar	8. force
9. analyze	9. serene	9. pleasure
10. annoy	10. bashful	10. anxiety
11. suppose	11. industrious	11. desire
12. design	12. broad	12. wealth
13. collect	13. able	13. life
14. believe	14. lively	14. power
15. attain	15. conscientious	15. effect
16. attempt	16. generous	16. model
17. boast	17. accurate	17. friendship

2. In the same way run down the second column on the preceding page, which is a list of adjectives.

3. In the same way give synonyms for the nouns in the third column.

Practice. Now that you have been tested for these synonyms, practice running up and down the columns on the preceding page and giving synonyms until you can do so very rapidly. Then ask the teacher to test you for the progress you have made.

ANTONYMS

A word opposite in meaning to another is called its antonym.

Test. 1. How quickly can you run down the first column of words below, giving not the words in the column but their antonyms? The teacher will time you as you name the antonyms.

(1)	(2)	(3)
1. kind	1. steady	1. rainy
2. gentle	2. smooth	2. heavy
3. slow	3. cool	3. awkward
4. clean	4. soft	4. lean
5. clever	5. shiny	5. hungry
6. alert	6. hopeless	6. vain
7. proud	7. friendly	7. sociable
8. extravagant	8. willing	8. ridiculous
9. playful	9. independent	9. guilty
10. reliable	10. perfect	10. selfish
11. interesting	11. peaceful	11. stylish
12. gloomy	12. sensible	12. cunning
13. cautious	13. sure	13. indifferent
14. clumsy	14. keen	14. liquid
15. shrewd	15. weary	15. angry
16. slippery	16. rash	16. changeable
17. angular	17. stern	17. imaginary
18. angry	18. rude	18. furious

2. As rapidly as you can, give antonyms for the words in the second column on the preceding page.

3. In the same way try to make a speed record in giving the antonyms for the words in the third column.

Practice. Run up and down the preceding columns again and again with an antonym for each word, and try to increase your speed. When you think you can make a column in record time, time yourself or ask the teacher or a classmate to time you.

7. The Modifiers in the Sentence

Exercise. 1. In the following sentences change one or more of the adjective phrases to adjective clauses, reading each sentence in its changed form. Thus, in the first sentence, for the adjective phrases *from Scandinavia* and *without fear* you could substitute the adjective clauses *who came from Scandinavia* and *who knew no fear*. Thus changed, the sentence would read, "The men *who came from Scandinavia* were men *who knew no fear*."

1. The men from Scandinavia were men without fear.
2. The Indians from Delaware were warriors with a high sense of honor.
3. During the war I met no one of greater courage.
4. The bells of the city rang every hour during that long night.
5. Those bright pupils from the Whittier School were the best spellers in the entire county.
6. Houses of stone within walls of stone could be seen from the high basket of the flying balloon.
7. In the days of my childhood I often heard the stories of Indian generosity and of Indian cruelty.
8. Before the days of gunpowder there were wars of long duration and of great suffering.
9. After the signing of the armistice the soldiers returned home.
10. A boy of unusual strength and athletic skill ran with long strides on the top ledge of the highest wall.

2. In the same way change as many adverbial phrases to adverbial clauses.

Exercise. 1. Write a simple interrogative sentence containing at least two adjectives and two adverbs. Remember the question mark at the end of the sentence.

2. Write a simple declarative sentence containing an adjective phrase and an adverbial phrase.

3. Write a compound declarative sentence containing an adjective phrase in one clause and an adverbial phrase in the other.

4. Write a complex interrogative sentence containing an adjective clause and an adverbial clause.

8. Making Outlines; Paragraph Study

HOW TO MAKE A SWING

It is usually best to begin the making of a swing by picking out the branch to which the rope is to be fastened. To find such a branch is not always easy. It needs to be strong and high enough, — between fifteen and twenty feet is best, — and it should also be quite or nearly horizontal. Sometimes it is necessary to use instead a long horizontal pole, whose ends are made fast in two trees. After finding a good support for the swing, the next thing for you to get is a suitable rope. Any rope that is strong enough to carry your weight will do; but Manila rope, one inch in thickness, is the best for the purpose. It is very strong, and just thick enough for the grip of the hands so that it is easy to hold to as one swings. Fasten the ends of your rope to the branch, being careful that the bottom of the loop hangs the right distance from the ground. This distance depends, of course, on the length of your legs. But better let the loop hang about six inches higher than is comfortable for you at first, to allow for the stretching of the rope. Now get the board. A one-inch board of hard wood, six inches wide and two feet long, will prove most satis-

factory. But even this should be strengthened by nailing two small boards or cleats on its under side. Saw in the center of each of its two ends a V-shaped notch to hold the rope. When you have laid it in the loop, the fun of swinging may begin.

Exercise. 1. The selection above, printed without a single indention, consists of three paragraphs. Point out with which sentence each paragraph should begin.

2. What is the leading idea or topic of the first paragraph? State it in a complete sentence. Such a sentence is sometimes called a **topic sentence.** What is the leading idea or topic of the second paragraph? State it as a topic sentence. Give the topic sentence for the third paragraph.

3. Write the topic sentences in one-two-three order, to correspond with the three paragraphs. This will give you an **outline** of the selection. Thus:

OUTLINE

1. _____
2. _____
3. _____

Exercise. Into how many paragraphs should the following selection be divided? What is the leading idea or topic of each paragraph? Make an outline of the selection.

RIP VAN WINKLE

Rip declared it was of no use to work on his farm. It was the most pestilent little piece of ground in the whole country; everything about it went wrong, and would go wrong, in spite of him. His fences were continually falling to pieces. His cow would either go astray or get among the cabbages. Weeds were sure to grow quicker in his fields than anywhere else. The rain always made a point of setting in just as he had some outdoor work to do. His children, too, were ragged and wild as if they

belonged to nobody. His son Rip, an urchin begotten in his own likeness, promised to inherit the habits, with the old clothes of his father. He was generally seen trooping like a colt at his mother's heels, equipped in a pair of his father's cast-off trousers, which he had much trouble holding up continually with one hand. Rip Van Winkle, however, was one of those happy mortals, of foolish, well-oiled dispositions, who take the world easy, eat white bread or brown, whichever can be got with least thought or trouble, and would rather starve on a penny than work for a pound. If left to himself, he would have whistled life away in perfect contentment.—WASHINGTON IRVING, "Rip Van Winkle" (Adapted)

9. Building Sentences

Notice the numbered groups of words below. They read like telegrams. As you see, each is the mere backbone of a sentence. No modifiers are present. Only the sentence essentials are given.

1. Dogs barked.
2. Boys hunted rabbits.
3. Winter passed.
4. Season proved promising.
5. Insects attacked us.
6. He came.
7. She whispered word.
8. Bicycle skidded.
9. Book seemed short.
10. Baby upset mucilage.

Exercise. 1. Add adjectives, adjective phrases, and adjective clauses, as well as adverbs, adverbial phrases, and adverbial clauses, to the preceding groups of words. Avoid making dull, unimaginative sentences, but try to make the kind that will be listened to with interest and pleasure. Thus, adding modifiers to group 8, "Bicycle skidded," you might make an entertaining sentence like the following:

Fred's new **BICYCLE**, on which with bulging pockets the burglar was trying hard to escape, suddenly **SKIDDED** as he was hurriedly passing the four corners, where it dumped him helplessly at the feet of a surprised but delighted policeman.

2. Write each of your sentences but print the sentence essentials in capitals.

10. Practice and Test: Capitals and Punctuation Marks

Exercise. 1. Write from dictation the selection which the teacher will read to you.

2. When the selection is read the second time and the correct capitals and punctuation marks are indicated, draw a line under each error you find in what you have written.

3. Look up in the Appendix the rules that apply to the errors you have made.

11. Simple, Compound, and Complex Sentences

Exercise. 1. Tell what kind of sentence each of the following is, and give your reason. Thus:

The first sentence below is a complex imperative sentence. It gives a direction; hence it is imperative. It consists of a principal clause, *prepare to shed them now*, and a dependent clause, *If you have tears*. Therefore it is complex.

1. If you have tears, prepare to shed them now.
2. We called a policeman who happened to be standing near us.
3. The news of our victory was telephoned to the school, where it created the greatest excitement.
4. If we have promised this, we must keep it.
5. The pen is mightier than the sword.
6. If I were not Alexander, I would be Diogenes.
7. Uneasy lies the head that wears a crown.
8. He jests at scars who never felt a wound.

9. If the mountain will not come to Mohammed, Mohammed will go to the mountain.

10. The king must win, or he must leave the country.

11. The clock struck twelve, and the sentinel hung a lantern in the tower.

12. I know you, but I cannot recall your name.

13. You shall not die; your country needs you.

14. Without a moment's delay they elected their leader, lifted him to their shoulders, and marched with him through the streets.

15. Since my country calls me, I obey.

2. Point out the adjective clauses in the preceding sentences.

3. Point out the adverbial clauses.

12. Drill in Correct Use

Oral Exercise. Read the following sentences aloud repeatedly, selecting the correct word or words for each as you read:

1. There (is, are) several books on the other shelf.
2. The pudding tasted (deliciously, delicious).
3. Is that (he, him)? Yes, that is (him, he). And this is (I, me).
4. We shall have no fun (without, unless) you join in the game.
5. Sit (quiet, quietly) and speak (softly, soft). He sleeps (sound, soundly).
6. (Them, Those) boys like (this, those) kind of berries.
7. I am happier than (him, he), but he is richer than (I, me).
8. No one said (anything, nothing).
9. The music sounded (beautifully, beautiful).
10. There (is, are) some boys on the public square.

13. Vocal Drill

Exercise. 1. Stand erect, chin in, hands at sides. Take a deep breath. Exhale slowly and steadily, sounding *n-n-n* as long as the breath lasts.

2. Do the same, sounding *oo* softly; *oh*, *ee*, and *ah*.

3. Do the same, sounding *oo-ee-ah*, going up a full tone and back, then going down a full tone and back, and continuing thus up and down as long as the breath lasts.

4. Do the same with *noo-nee-nah* and *moo-mee-mah*.

5. Without straining, read a paragraph in a whisper, speaking the words so distinctly that the class will understand you.

14. Words Sometimes Mispronounced

Oral Exercise. Pronounce the following words as the teacher pronounces them to you. Then, rapidly, distinctly, and in an agreeable tone of voice, read the entire list over and over.

apricot	alloy	coupon	depot
alias	ally	chiropodist	despicable
bade	bomb	column	lamentable
forbade	bombshell	columnist	admirable
attacked	bombing	deficit	hospitable

Dictionary Work. Find in the dictionary those words above that are new to you. Study their pronunciation as indicated there. Use each in an interesting sentence that will give pleasure to your classmates.

15. Test in Applied Grammar

The end of the school year has been reached. This is the time to find out how much you have learned of correct English during the past nine months. The following exercises will test your practical knowledge of English grammar.

Exercise. How quickly can you find and correct the twenty-three common errors in the sentences below?

1. There's more people in this hall than you would think.
2. Don't this soup taste deliciously?
3. Them's the stories for me, not those kind.

4. The flowers in the meadow smell sweetly.
5. The banjo playing sounded beautifully in the evening.
6. The accident was shockingly funny, but terribly annoying.
7. I didn't do nothing to them flowers.
8. All was still; no one said nothing.
9. Chicago is larger than any city in the Middle West.
10. Speak bold, but step careful and move quiet.
11. That's he, and this is me.
12. There's thousands of gallons in that tank.
13. John said he seen what the burglar done.
14. Set here, my friend, or lay over there.

Drill in Correct Use. When the preceding sentences have been corrected and you know the corrections well, read the sentences aloud a number of times, making the corrections as you read. Read slowly and carefully at first, so as to be caught in no error; but try to increase your speed after several readings.

Exercise. Five of the following sentences need improvement. Do you know why? Make the necessary changes, and read the sentences in their improved form.

1. Little Albert Jones did not like olives, and he ate figs instead.
2. Each olive tree yields about two hundred pounds of fruit in a season, and olive oil is worth several dollars a gallon.
3. Olive oil is used largely in salads, in the packing of sardines, in the manufacture of soap, and in medicine; and many medicines are made without it.
4. Cotton-seed oil is sometimes mixed with olive oil, and cotton-seed oil is pure and nourishing, and it is cheaper than olive oil, and people like to buy pure olive oil.
5. The lye-soaked olives are put into fresh water, and this is changed every day for a week or more, and this removes all taste of the lye.
6. Some time ago very little olive oil was sold which did not contain other oil mixed with it, and people did not like that, and the Pure Food and Drugs Act was passed by Congress.

16. What You Have Studied in This Chapter (Nine)

The following summary gives you a bird's-eye view of the chapter. Notice that the subjects are grouped under three headings: (I) Grammar; (II) Composition; (III) Review and Drill.

I. Grammar

Groups of words, and sentences (190)
The parts of speech (192)
    Test (192)
The essentials of the sentence (194)
The modifiers in the sentence (197)
Building sentences (200)
Simple, compound, and complex sentences (201)

II. Composition

Story-telling (191)
    Test (191)
Letter writing (193)
    Letter by Abraham Lincoln (193)
Word study (195)
    Synonyms: test, practice, test (195)
    Antonyms: test, practice, test (196)
Making outlines; paragraph study (198)
    How to make a swing (198)
    "Rip Van Winkle" (199)

III. Review and Drill

Practice and test: capitals and punctuation marks (201)
Drill in correct use (202)
Vocal drill (202)
Words sometimes mispronounced (203)
    Dictionary work (203)
Test in applied grammar (203)
    Drill in Correct Use (204)

Note. The numbers in parentheses refer to pages.

PART TWO[1]

INTRODUCTION

1. Test: Story-Telling

A peasant named Ali, according to a good old Oriental tale, needed a donkey for some work that had to be done at once. He decided to go to his neighbor Mehmed, whose donkey he knew was idle in the stable that day.

"I am very sorry, my dear neighbor," said Mehmed when he heard Ali's request. "I cannot let you have the donkey, for my son took him this morning to the next village."

Ali knew this to be untrue. "I promise you," he persisted, "I shall take the very best care of the donkey if you will let me have him."

"I tell you the donkey is out," shouted Mehmed, growing angry. "Can you not take my word for it?"

At this point a loud bray was heard from the stable. "There," cried Ali, "that is the donkey braying now."

"Well," said the highly indignant Mehmed, "if you would rather take my donkey's word than my word, we can be friends no longer, and under no circumstances can I lend you anything."

Oral Exercise. 1. For the entertainment of your classmates tell this anecdote not as it is told above, but as you might tell it if you were Ali; or tell it as if you were Mehmed; or tell it as if you were — the donkey.

[1] NOTE TO TEACHER. It is suggested that teachers who use only the second half of this book make themselves familiar also with the first half. See the "Time-Table and Teachers' Manual," published to accompany this book.

Test. As you tell your story the class will note your shortcomings as a speaker. When you have finished, they will point out (1) in what respects it was well told and (2) where improvement is possible. Then a list should be begun on the board. In it should be written the weak points in the speaking of the class.

2. Compare the completed list with the following much-condensed list. Is there any item in your list that is not covered by these?

1. Too many *and's*, *so's*, and *then's*.
2. Mistakes in grammar.
3. Unsatisfactory use of words: overused words, mispronounced words, wrongly used words, useless words, slang.
4. Faulty ways of speaking: not standing well, not looking one's hearers in the eye, not speaking loud or distinctly enough, unpleasant tone.

As you read this list of errors and faults in speaking, you can see for yourself where you stand. You can see what faults you need to overcome, what errors you need to avoid, and how many there are.

2. Test: Speaking Distinctly and Loud Enough

Oral Exercise. 1. Take your position before the class and call a number into an imaginary telephone. You might call "Calumet 3142." If any classmate does not hear the name and number well enough to be sure of both, he will rise in his place and remain standing until the end of this exercise. Call four more telephone numbers. After each call, additional pupils will rise if you have not made yourself understood. How many do you find standing after you have called five numbers? There should be none at all.

2. Have you ever noticed how hard it is to understand what the brakeman on a train is calling? Find in your geography the

names of five small towns which your classmates may not know. Stand before the class, as if you were a trainman, and call these names. Pupils failing to understand you will rise in their places, in order that you may see how far short you fell of speaking distinctly and loud enough.

3. Read a short paragraph to the class. Those who failed to hear and understand every word you read will raise their hands. There should be no hands raised at all.

3. Test: Pronunciation

Oral Exercise. Read the following list of words aloud. They are frequently mispronounced. How many of them do you fail to say correctly?

piano	saucy	chocolate	alms
wrestle	chauffeur	chiropodist	strength
forehead	carburetor	granary	cement
salve	often	bury	oleomargarine
automobile	deficit	yolk	vaudeville

Correction Exercise. Now that your pronunciation has been tested, the teacher will read the list, the entire class repeating each word. Then, one pupil after another may read it alone, the class watching for mistakes.

4. Test: Use of the Dictionary

Exercise. How expert are you in the use of the dictionary? How long does it take you to find a word? These questions are to be answered by the present test.

Turn in the dictionary to the first of the twenty words above, note the meaning given, and write it on a sheet of paper. Now, quickly look up the second word in the list. Continue in this way until you have twenty meanings written on your paper.

Then, hold up your hand. The teacher will know that you have finished and will note the number of minutes you have needed. Write this number on your paper.

When every pupil has been timed, the teacher will tell in how much time you should have been able to complete the exercise, in order to be regarded as fairly efficient in the use of the dictionary.

5. Test in Applied Grammar

The following sentences contain six common errors in grammar. They are given here to test your ability to discover incorrect English.

Exercise. Can you find every one of the six errors? How long will it take you to find and correct them?

1. Having hurriedly eaten a doughnut, our train pulled out of the station, and we were on our way again.
2. He would have liked to have been at the game.
3. I admit that he is more clever as well as quicker than me.
4. Don't show him no sign that we know his plans.
5. She seen her friend in trouble, but she done nothing to help her.

Drill in Correct Use. When the test is over and you have been shown every error that you could not find alone, read each sentence in its corrected form. Then read the entire group of sentences aloud several times, as rapidly as you can, making the corrections as you read.

6. The "*and*" Habit; Review of Clauses

You probably noticed during the story-telling that one of the most common faults of speakers is to use too many *and's*. The main reason for this fault is that speakers have not learned when to use complex sentences rather than simple and compound ones.

Oral Exercise. 1. Do you remember enough of last year's grammar to tell which of the following are simple sentences? Can you tell which are compound sentences? Which are complex sentences?

1. The young man climbed the tall flagpole.

2. The young man, who was a high-school boy, climbed the tall flagpole.

3. The young man climbed the pole, but he soon came down again.

4. The little girl lost her pencil on her way to school.

5. The girl lost her pencil, but she found a ten-cent piece.

6. The girl who lost her pencil found a ten-cent piece.

7. The schoolhouse stands at the corner of this street.

8. The bakery, which was built next to the schoolhouse, can be seen from the street corner.

9. The schoolhouse stands at the street corner, and the bakery was built next to it.

2. Give a simple sentence. How do you know it is a simple sentence? Prove that you are right by finding the page in this book where the simple sentence is explained and by showing this page to the class. How does the Index help you find any topic you want?

3. Give a compound sentence. How does it differ from a simple sentence? Again prove that you are right by referring to the proper page in this book. Do you understand the entire explanation on that page?

4. Give a complex sentence. How does it differ from a compound sentence? On what page in this book is the difference between these two kinds of sentences explained? Is there anything in that explanation which you do not understand?

Exercise. 1. Write five complex sentences, beginning each with one of these words: *although*, *when*, *since*, *while*, *if*.

2. Read your best sentence to the class and explain why it is a complex sentence. If you cannot do this, review those pages in this book that tell about complex sentences. How shall you find them?

Since an understanding of complex sentences and skill in using them are important helps for overcoming the "*and*" habit, you will now be given some practice in building complex sentences.

Oral Exercise. 1. Notice how the following simple sentence is changed to complex sentences by the addition of adjective clauses:

1. The farmer drove on to his next customer. (SIMPLE SENTENCE)

2. The farmer *who sold us the butter and eggs* drove on to his next customer. (COMPLEX SENTENCE)

3. The farmer drove on to his next customer, *who had ordered several bushels of potatoes.* (COMPLEX SENTENCE)

2. What is the adjective clause in each of the complex sentences above? Why are such clauses called adjective clauses? Read that page earlier in this book which explains adjective clauses.

3. Make two complex sentences of each of the following simple sentences by adding adjective clauses:

1. The girl returned to the city.
2. The factory stood at the corner of the street.
3. The ball rolled off the roof.
4. The hat was too expensive for the dress.
5. The pencil lay on the desk.
6. The clown entertained the boys.
7. The fire at last yielded to the efforts of the firemen.
8. The turtle was given to Fred.
9. George saw a squirrel.
10. The pudding was cooling on the window sill.

Written Exercise. Write several simple sentences. Change them to complex sentences by adding adjective clauses. Write your most interesting sentence on the board, explain to the class what makes it a complex sentence, and point out the principal clause and the dependent clause. Explain why you would call the dependent clause an adjective clause.

Oral Exercise. 1. Notice how the following simple sentence is changed into complex sentences by the addition of adverbial clauses:

1. The farmer drove on to his next customer. (SIMPLE SENTENCE)
2. The farmer drove on to his next customer *after he left our house.* (COMPLEX SENTENCE)
3. *When he had sold us butter and eggs,* the farmer drove on to his next customer. (COMPLEX SENTENCE)

2. Point out the adverbial clause in each of the complex sentences. Why are such clauses called adverbial clauses? Find and read that page earlier in this book which explains adverbial clauses.

3. By adding adverbial clauses make two complex sentences of each of the ten simple sentences at the foot of the preceding page.

Written Exercise. Write several complex sentences containing adverbial clauses that begin with the words *when*, *before*, *after*, *if*, or *although*. Write your most interesting sentence on the board, explain why you think it is a complex sentence, and point out the principal clause and the dependent, that is, the adverbial clause.

Now that you have had some practice in building complex sentences, you will be ready to see, as you study the next exercise, how the "*and*" habit can be overcome by training in the proper use of complex sentences.

Oral Exercise. 1. Change each of the following poor compound sentences by dropping the *and* and making one of the clauses a dependent clause that begins with some such word as *although*, *after*, *before*, *when*, *while*, *since*, or *if*. Thus:

It rained hard, *and* we started on our walk to the village. (POOR COMPOUND SENTENCE)

Although it rained hard, we started on our walk to the village. (COMPLEX SENTENCE)

1. I attended one of those meetings, *and* I did not care to go to any more.
2. My aunt looked the man in the face, *and* she called him trustworthy.
3. The girl saw the dog, *and* she began to run.
4. The hunter noticed the moving animal, *and* he put his gun to his shoulder.
5. He was not afraid, *and* he hurried into the house.
6. He hurried into the house, *and* he was not afraid.
7. I could see the boys, *and* they could not see me.
8. The boys could not see me, *and* I could see them.
9. We could discover no trace of him, *and* we climbed the highest tree.
10. I will have nothing to do with him, *and* he is angry at me.
11. His manners are unpleasant, *and* I visited his uncle.
12. The girl went to school regularly, *and* she was not promoted.
13. George did not study very hard, *and* he successfully passed the examination.
14. He was very careful of his health, *and* he fell sick.
15. He fell sick, *and* he was very careful of his health.

2. For the entertainment of your classmates make complex sentences that are interesting. Begin the dependent clause in each with one of these words: *since*, *after*, *before*, *as soon as*, *when*, *while*, *although*, or *if*. Thus:

When you take a trip to the moon, why not go in a balloon?

If the plural of "man" is "men," what is the singular of "pen"?

7. Further Use of This Book as a Reference Book; Review of the Parts of Speech

Oral Exercise. 1. Examine the Contents of this book. You will find it a few pages after the title-page, immediately after the Preface. Into how many parts does the Contents tell you this book is divided? In which part are you studying now? Point out in the Contents the particular large section in which this lesson is given. Point to the chapters to which you would turn if you wanted to study clauses and complex sentences.

2. If you wished to refresh your memory in regard to the parts of speech, to which chapter should you turn? Turn to it and tell into how many parts that chapter is divided and what each part is about.

3. Make sentences containing nouns and point out one or more of the nouns. In the same way make sentences containing pronouns, adjectives, adverbs, prepositions, conjunctions, interjections, and verbs, and point out these. If you have any doubt as to any part of speech, refer to Chapter Two in Part One of this book and relearn what you have forgotten.

Game. Do you remember the game called "Using the Same Word as Different Parts of Speech"? Refer to the Index and find where that game is explained. Play the game.

Exercise. Point out as many nouns in the following selections as you can; as many pronouns, verbs, adjectives, adverbs, prepositions, and conjunctions:

I

There was in ancient times, in the country of the Persians, a mighty king who had one son and three beautiful daughters. It was the custom in that country to observe every year two festivals. At these times the king opened his palaces, rewarded the worthy, pardoned the offenders, and received the congratulations of his people.

On a certain day during one of these festivals three wise men appeared before him. One had a peacock of gold, the second a trumpet of brass, and the third a horse made of ebony and ivory.

The king said to the wise men, "What are these things, and what is their use?"

The owner of the peacock said, "Whenever an hour of the night or the day passes, this bird will flap its wings and utter a cry."

The owner of the trumpet said, "If my trumpet is placed at the gate of the city, it will act as defender of it, for when an enemy attempts to enter, it will send forth a warning sound."

The owner of the horse said, "My lord, the use of this horse is that if any man mount it, it will carry him wherever he desires to go."

Upon this the king said, "I will make trial of all these things."

The Arabian Nights, "The Enchanted Horse"

II

In every great country, the metropolis itself becomes a sort of necessary University. As the chief city is the seat of the court, of high society, of politics, and of law, so it is the seat of letters also. The newspapers, magazines, reviews, journals, and periodicals of all kinds, the publishing trade, the libraries, museums, and academies there found, the learned and scientific societies, necessarily invest it with the functions of a University; and that atmosphere of intellect, which in a former age hung over Oxford or Bologna or Salamanca, has with the change of time moved away to the center of civil government. Thither come up youths from all parts of the country, the students of law, medicine, the fine arts, and literature. There they live; and they are satisfied with their temporary home, for they find in it all that was promised to them there. They have learned their own particular profession. They have, moreover, become acquainted with the habits, manners, and opinions of their place of sojourn.

Cardinal Newman, "What is a University"

CHAPTER ONE

NOUNS

1. Introduction

Test. Without preparation write the following sentences from dictation:

1. The men from Spain drove the horses, ponies, cows, and calves to Tom Carrolton's ranch.
2. Do you know how to spell such nouns as *turkeys*, *chimneys*, *ladies*, *berries*, *pianos*, *potatoes*, *heroes*?
3. That horse's hoofs left clear marks in the soft ground.
4. Those horses' hoofs are larger than this horse's hoofs.
5. The Japanese bought candles at Jones's Five and Ten Cent Store.
6. Ladies' hats, as well as children's dresses, were for sale at that store.
7. The man's coat hung in the men's room.
8. Those Englishmen visited many cities in America.

Correction Exercise. 1. Compare your sentences with those above and correct your mistakes. Are there many? 2. Did you begin the words *Spain* and *Japanese* with capital letters? Do you know why they should begin with capitals? 3. *Turkey* and *berry* both end with the letter *y*; but *turkeys* ends with *eys*, and *berries* with *ies*. Do you know why? 4. Do you know why one of the two apostrophes in the fourth sentence precedes the letter *s* and why the other follows the letter *s*?

If you have made mistakes in writing the nouns in the sentences above, and if you cannot answer correctly these questions

about some of them, you will be interested in this chapter. It will tell you much about nouns that you need to know in order to write without mistakes.

2. Common and Proper Nouns

1. The *continent* of which she spoke is *Africa.*
2. The *city* in which I live is *Chicago.*

Exercise. 1. In the preceding sentences read the words in italics and tell which are nouns.

2. Give the names of several cities. As you know, there are thousands of cities in the world. *Chicago* is a special name given to one of these to distinguish it from all the others.

3. Which of the two nouns, *continent* or *Africa*, is the name of a particular body of land? Which may apply equally well to any one of half a dozen bodies of land?

We see, then, that there are two kinds of nouns: (1) those, like *city*, *continent*, *month*, *man*, that apply to any one of a whole class of objects; and (2) those, like *Chicago*, *Africa*, *January*, *Lincoln*, that are the special names of particular objects — persons, places, or things.

Exercise. Separate the following nouns into two groups: (1) the one group containing those that are special names of particular objects; and (2) the other group containing those that are held in common by all persons, places, or things of a class:

dog	river	October	Italy	conductor
Rover	Hudson	month	messenger	Jenkins
boy	Millet	general	teacher	ship
Martin	painter	Napoleon	pupil	war
America	Missouri	state	country	Mayflower
inventor	Edison	spy	Harvey Birch	South Dakota

A proper noun is the name of a particular person, place, or thing.

The following are examples of proper nouns. Observe that every proper noun begins with a capital letter.

Tom	Boston	Canada
Frank	Seattle	Germany
Nellie	Grant	France
Harriet	Washington	Peru
Columbus	Cortes	Pizarro

The following *groups* of words are examples of proper nouns:

Benjamin Franklin	New York Times	Pine Street
North America	La Salle Hotel	Lake Michigan
Robinson Crusoe	Brooklyn Bridge	Panama Canal
Fort Sumter	Princess Theater	Grant Square
Union Pacific	Garfield School	Harvard University
Central Park	Union Station	The Daily News

Exercise. For each proper noun in the lists above give another noun that names the whole class to which the particular person, place, or thing belongs. Thus:

Tom is a proper noun; but *boy* is a noun that applies not only to Tom but also to all other persons of that class.

Peru is a proper noun; but *country* is a noun that includes not only Peru but also any and all other places of that kind or class.

A common noun is a general name that may be applied to any one of a class of persons, places, or things.

The following are examples of common nouns:

grocer	queen	carpenter	railroad	mountain
newspaper	cow	river	street	church
day	horse	state	book	school
holiday	girl	continent	magazine	building
month	woman	ocean	desert	poem

The following are examples of words or groups of words which we may call compound nouns. Notice that the parts of a compound noun are in some instances joined, with the hyphen or without, and in others written separately. Consult the dictionary when you are in doubt about the writing of a compound noun.

brother-in-law	book agent	flagpole
man-of-war	singing teacher	bookseller
jack-in-the-pulpit	insurance company	eggshell
time-table	commander in chief	schoolhouse
school-teacher	editor in chief	tablecloth
witch-hazel	key ring	steamboat
safe-conduct	watch glass	washerwoman

Exercise. For each common noun above give several proper nouns. Thus:

The word *newspaper* is a common noun; but *New York Tribune*, *Louisville Courier-Journal*, *Seattle Intelligencer*, are the special names of particular newspapers. These names are proper nouns.

A proper noun should begin with a capital letter.

3. Selecting Suitable Proper Nouns

Exercise. 1. If you had bought a moving-picture theater and wanted to give it a name, would any of the following suit you?

1. Liberty Theater
2. American Theater
3. Palace Theater
4. Palace of Pleasure
5. Picture Palace
6. House of Many Sights
7. Idle-Hour Theater
8. Bluebird Theater
9. Frolic Theater

2. Why should a theater be called "Liberty" or "American"? Is your theater large and fine enough to have the word "Palace" in its name?

3. Having considered and perhaps rejected the proper nouns listed at the foot of the preceding page, you may be ready with a suggestion of your own. Write a number of suitable ideas on a piece of paper; then select from these the name or proper noun that you like best, giving the reason for your choice. The following questions may guide you in your search for a suitable name:

1. Does the proper noun that is being considered name your theater with accuracy, or might the same name be used for a candy store or for an art gallery?
2. Is it a proper noun that has not been used by some one else?
3. Is it a pleasing proper noun; that is, one that will catch people's attention and remain in their memory?

4. In the same careful way select a proper noun to name your new candy store. First consider the following, that have been used, and decide which one you like best:

1. Palace of Sweets
2. The Sugar Bowl
3. Jones's Sweet Shop

5. In the same way select a proper noun to name (1) a shoe store, (2) a laundry, (3) a bakery, (4) a hotel, (5) a newspaper, (6) a farm, (7) a summer cottage, (8) a roadside stand, (9) a camp site for motor tourists, and (10) a city home.

6. Select a suitable proper noun to name each of the following:

1. A new make of ink
2. A new brand of mucilage
3. A new soda biscuit
4. A new pocketknife
5. A new bicycle
6. A new electric waffle iron

Project. Let the schoolroom be a city, the aisles streets, and each pupil's desk a store, where he is in business. What is your business? No one will know unless you put up a sign.

Think of a suitable name for your store, but first decide what your business shall be. Tell no one, but quietly work on your sign. When you have hit upon a successful name, print it in large capitals on a card. Will you add anything to the name? Perhaps, with cardboard and glue, you can invent a way of making the sign stand upright on your desk. You might do this work at home.

It will be interesting to take a walk in the streets of the schoolroom city when the signs are all finished and up, particularly if the signs are clever.

A dealer in shirts in a certain city calls his store:

AT THE SIGN OF THE 100,000 SHIRTS

A dressmaker near him hung this card in her window:

AT THE SIGN OF THE GOLDEN SCISSORS

4. Number

Exercise. Which of the following nouns mean only one? Which mean more than one?

boy	house	man	child
boys	houses	men	children

We see that nouns have one form when they mean only one, and another form when they denote more than one.

The **singular number** of a noun is the form that denotes only one; as *boy, girl, man, woman.*

The **plural number** of a noun is the form that denotes more than one; as *boys, girls, men, women.*

A. The Plural Number of Most Nouns

Exercise. 1. Give the number of each of the following nouns:

door	turkey	pen	soldiers	book	box
doors	turkeys	pens	pupils	books	boxes
horse	pencil	roofs	sailors	hat	store
horses	pencils	lamps	carpenters	hats	stores

2. Do you see how the plural number of most of these nouns is formed?

Most nouns form their plural by adding *s* to the singular.

Thus:

teacher	house	apple	desk	shoe	monkey
teachers	houses	apples	desks	shoes	monkeys

B. Nouns Ending with the Sounds *s*, *sh*, *ch*, or *x*

Exercise. 1. Give the plural of the following nouns:

stitch	church	birch	grass	lass	tax
box	latch	batch	dish	wish	compass

2. What did you add to the singular to make the plural? Can you tell why you added *es* instead of the usual *s*? Add *s* to some of the words and see whether you can pronounce them easily.

Some nouns end in the singular with some such sound as *s*, *sh*, *ch*, *x*, that will not unite easily with *s*. These form their plural by adding *es* to the singular. Thus:

guess	mattress	radish	peach	watch	ax
guesses	mattresses	radishes	peaches	watches	axes

C. Nouns Ending in *y*

Some nouns ending in *y* are a little irregular in forming the plural.

Nouns ending in *y*, preceded by a vowel, form their plural like most nouns by adding *s* to the singular. Thus:

donkey	key	play	attorney	toy	essay
donkeys	keys	plays	attorneys	toys	essays

But nouns ending in *y*, preceded by a consonant, form their plural by changing the *y* to *i* and adding *es*. Thus:

remedy	baby	story	army	reply	pony
remedies	babies	stories	armies	replies	ponies

D. Nouns Ending with the Sound of *f*

Most nouns ending with the sound of *f* are regular. Thus:

hoof	roof	cliff	scarf	chief	safe
hoofs	roofs	cliffs	scarfs	chiefs	safes

But some form their plural by changing the *f* or *fe* to *v* and adding *es*. Thus:

calf	life	leaf	half	knife	wife
calves	lives	leaves	halves	knives	wives
loaf	thief	sheaf	wolf	shelf	self
loaves	thieves	sheaves	wolves	shelves	selves

E. Nouns Ending in *o*

Most nouns ending in *o* are regular, adding only *s* to form the plural. Thus:

piano	solo	portfolio	alto	dynamo	lasso
pianos	solos	portfolios	altos	dynamos	lassos

But some form their plural by adding *es*. Thus:

hero	potato	tomato	echo	negro	veto
heroes	potatoes	tomatoes	echoes	negroes	vetoes

Since there is no rule for the irregular plurals noted above, it is necessary to memorize them and to consult the dictionary when in doubt, in order to avoid mistakes.

F. Some Irregular Plurals

A few common words form their plural without *s*. Thus:

man	woman	child	ox	tooth	goose	foot	mouse
men	women	children	oxen	teeth	geese	feet	mice

Some nouns have the same form in the plural as in the singular. The most common among these are the following:

deer	sheep	trout	swine	salmon
corps	Chinese	Japanese	Portuguese	Iroquois

Some nouns are used only in the plural. Among these the most common are the following:

ashes	measles	mumps	scissors	shears
trousers	spectacles	victuals	vitals	oats
goods	athletics	billiards	riches	tidings

The nouns *news*, *politics*, *mathematics*, *physics*, *athletics*, are always plural in form, but they are singular in meaning.

The singular form of some nouns often has a plural meaning. These are nouns that denote collections of individuals, such as the following words:

group	crowd	swarm	herd	troop	tribe
pack	squad	regiment	sheaf	family	crew
club	flock	multitude	jury	gang	band
horde	pair	couple	mob	society	fleet

Most proper nouns form their plurals after the manner of common nouns. When a title precedes the proper name, either the title or the name may be made plural. But the title *Mrs.* cannot be made plural. Thus:

Mr. Brown: the Mr. Browns or the Messrs. Brown, or Messrs. Brown.

Mrs. Brown: the Mrs. Browns; the Mrs. Brown, Jones, and Smith.

Miss Brown: the Miss Browns or the Misses Brown.
Dr. Kellogg: the Dr. Kelloggs or the Drs. Kellogg.
General Lee, General Grant: Generals Lee and Grant.

Compound nouns usually form their plurals by making the last part of the compound plural, but sometimes the first part and sometimes both parts are made plural. Thus:

apple trees	forget-me-nots	Englishmen	men servants
grapevines	mothers-in-law	candlesticks	women servants
men-of-war	commanders in chief	hangers-on	Knights Templars

Exercise. Write the plural of each of the following nouns. Consult the dictionary if necessary.

lesson	fly	piano	looker-on
week	toy	salmon	lily
day	boy	sheep	attorney
loss	wolf	dish pan	attorney at law
blush	chief	house cat	brother-in-law

5. Selecting Suitable Common Nouns

The brilliantly uniformed general rode down the line on a richly bridled and saddled —— what?

Should you say *nag*? Or *pony*? Or *horse*?

Probably you would select either *steed* or *charger* as the more appropriate name. On the other hand, for the blank in the sentence

The grey-haired darky ambled lazily down the deserted road on his faithful old ——,

you would hardly use either *steed* or *charger* as the most suitable noun.

Nouns naming the same kind of thing differ in exact meaning. We must study these differences, in order to use nouns with the best success.

Exercise. 1. Explain briefly how the nouns in each of the following groups differ in meaning:

1	2	3	4	5
dog	person	house	friend	furnace
hound	man	residence	acquaintance	heater
pup	stranger	hut	partner	stove
cur	visitor	roost	companion	oven
poodle	character	shack	comrade	fireplace
terrier	fellow	den	neighbor	radiator
collie	individual	cottage	ally	register

2. Make sentences, using some of these words to show that you understand their meaning. Make interesting sentences. It is a good rule in English always to try to make one's sentences interesting. Thus, to show the meaning of the nouns *house* and *residence*, you could easily give a number of different sentences. You could say:

A *residence* is a large and showy dwelling, and a *house* is a modest one.

This sentence, however, is prosy. Instead, you should try for a sentence like the following:

The hard-working dressmaker walked with rapid steps from the fashionable *residence* of her wealthy customer, the proud mother of the governor of the state, to her own modest *house* on a narrow side street.

3. In the same way study the nouns in each of the following groups:

1	2	3	4	5
industry	field	farmer	work	property
perseverance	pasture	gardener	labor	income
energy	garden	florist	exertion	capital
determination	park	forester	struggle	money
pugnacity	yard	plowman	ambition	legacy

6	7	8	9	10
paper	peddler	enemy	sound	pain
booklet	dealer	opponent	noise	trouble
periodical	trader	rival	explosion	worry
prospectus	merchant	competitor	thud	ache
magazine	agent	antagonist	hiss	discomfort
publication	clerk	foe	buzz	grief
book	salesman	challenger	cry	misery

6. Gender

Exercise. Arrange the following nouns in two lists: the one containing the nouns that denote males, the other containing the nouns that denote females:

Joseph, Josephine, king, queen, father, uncle, mare, cow, gander, goose, lioness, heir, prince, heiress, princess, mother, brother, tree, house, tigress, heroine, daughter, hero, wagon, tiger, bachelor.

Some nouns denote males, some denote females, and others (like *tree*, *house*, *wagon*) indicate no sex at all.

A noun which denotes a male is of the **masculine gender.**

Thus, the words *boy*, *man*, *lad*, *grandfather*, *monk*, *tiger*, *horse*, are of the masculine gender.

A noun which denotes a female is of the **feminine gender.**

Thus, the words *girl*, *woman*, *lass*, *grandmother*, *nun*, *tigress*, *mare*, are of the feminine gender.

A noun denoting a thing without sex is of the **neuter gender.**

Thus, the words *tree*, *wagon*, *wheel*, *railway*, *fence*, *money*, are of the neuter gender.

NOTE. The word *neuter* means "neither"; hence neuter gender means *neither* masculine nor feminine.

Sometimes it is not possible to tell whether a word denotes a male or a female. It may denote either, and only its use in a sentence can make clear what its gender is. Thus:

My *playmate* is coming to-day. (Gender of *playmate* is either masculine or feminine in this sentence.)

He is my *playmate.* (Here *playmate* is clearly of the masculine gender.)

She is my *playmate.* (Here *playmate* is feminine.)

Some examples of such nouns are the following: *child, baby, puppy, parent, physician, clerk, teacher, writer, helper.*

7. The Possessive Form

Exercise. 1. Read the following two sentences:

Frank's little brother was riding *Mary's* pony.
The *boy's* rowboat was far out from shore.

2. What is the name of the boy in the first sentence? In the sentence the name *Frank* is changed a little. What is added to it? Read the first sentence, but omit the *'s* from the name of the boy and also from the name of the girl. Does the *'s* add anything to the meaning of the sentence? What does it tell?

3. Whose rowboat is mentioned in the second sentence? Read the sentence without the *'s* that is added to the noun *boy*. Can you still tell that the rowboat belongs to the boy?

When we wish to make a noun express ownership, we need to change its form a little. The form we use to denote ownership or possession is called the **possessive form.**

The possessive form of most nouns has the ending *'s*. Thus:

Frank's book, boy's kite, man's hat, girl's muff, dog's dinner, Mr. Brown's offices, James's father, Thomas's automobile, children's clothing, men's hats, women's waiting room.

The possessive form of those plural nouns that end in *s* is made by adding an apostrophe after the *s*. Thus:

the horses' hoofs
ladies' coats and gowns

Exercise. Write the possessive form of each of the following nouns, and use that form in a sentence:

lad	James	teacher	ox
lads	child	teachers	oxen
girl	children	Indian	lady
girls	eagle	Indians	ladies
bird	carpenter	brother	fox
birds	carpenters	brothers	foxes
man	angel	woman	Mr. Jones
men	angels	women	thieves

The possessive form of compound nouns in the singular number, and of phrases used as nouns, is made by adding the ending *'s*. Thus:

His brother-in-law's car is waiting for us.
The commander in chief's horse was pawing the ground.
I have the insurance company's letter.
William the Conqueror's reign began in 1066.
Mrs. George H. Brown's automobile stood in the garage.
The boys saw the Knights Templars' parade.

Exercise. Write sentences containing the following possessives:

lady's	widow's	gentlemen's	sister-in-law's
ladies'	countess's	gentleman's	major general's
men's	countesses'	cousin's	soldiers'
city's	pupils'	cousins'	enemies'

8. Business Letters

Project. Let the class be divided into two groups, and let the pupils of one of these groups write one or more of the letters suggested on the following page, the pupils of the other group writing the answers. A class post office and postmaster would be of use in this exchange of letters.

1. You have left your umbrella on a street car. Write to the main office of the street-car company, describe your umbrella, tell as nearly as you can at what time you were on the car, and ask the company to let you know if it is found.

2. Write an order to a poultry farm for a setting of eggs.

3. Write to a mail-order house, asking whether you can buy of them the materials for a canoe that you wish to make.

4. Write to a dealer in stamps. You wish to buy some and you wish to sell your duplicates. Besides, you are interested in buying a new stamp album.

5. Write to a railroad, asking whether there will soon be a special excursion rate to Yellowstone Park. After having looked it up in your geography, explain to the company through what cities you would like to pass in going and returning.

6. Write for your mother to a hardware dealer, inquiring about prices of oil stoves.

7. Write for your father to the publishers of a magazine which he takes. Explain that you are moving, and ask that the magazine be sent to the new address. Be sure to mention the old address too. Why is this necessary?

8. Write to a tentmaker, describing the kind of tent you would like to buy. Ask whether that kind is kept on hand or has to be made to order. Ask about prices.

9. You have seen a new alarm clock or a new wrist watch advertised, but you cannot find it at the watchmaker's in your city. Write directly to the manufacturer and ask him for complete information.

10. Order a book from the publishers. Give its name and the author's and tell what edition you wish. Inclose enough money to cover the cost of the book and the postage.

Correction. Perhaps the class postmaster will refuse to accept or deliver letters that are in poor form, are unreadable, and contain errors. Perhaps he will engage a number of assistants to point out errors to writers, in order that they may correct these before remailing. Mistakes in the use of nouns should be treated particularly severely at this time. Why?

9. The Uses of Nouns in Sentences

Exercise. 1. In the following sentences pick out the nouns that are used as subjects:

1. Lincoln was President during that terrible war.
2. The soldiers shot the spy.
3. Grant stood on the hill before his tent.
4. The boy was a brave lad.
5. General Lee's message lay on the table.

2. Pick out the nouns that are used as predicate words; those that are objects of verbs; those that are objects of prepositions; the noun that is used as a possessive.

Exercise. In what way is the noun *apple* used in each of the following sentences?

1. The apple was placed on the little boy's head.
2. The target was an apple placed on the little boy's head.
3. William Tell's arrow hit the apple.
4. The arrow went right through the apple.
5. Tell's arrow went straight through the apple's center.

We see in the sentences above that a noun may be used (1) as the subject of a verb; (2) as the predicate word; (3) as the object of a verb; (4) as the object of a preposition; and (5) as a possessive.

NOTE. For the formal presentation of case see page 406. See also the "Time-Table and Teacher's Manual."

Exercise. Write sentences illustrating these five uses of nouns, three sentences for each use.

There are other uses of nouns in sentences, and one of these we now proceed to study.

10. The Indirect Object

Exercise. 1. Read the following sentences carefully and in each one point out the object of the verb:

1. He gave the teacher the book.
2. He gave the book to the teacher.

3. She sent a present to her brother.
4. She sent her brother a present.

5. The mother wrote her son a letter.
6. The mother wrote a letter to her son.

2. Read the first sentence without the noun *teacher*. Does *He gave the book* seem complete? Does it at once suggest the question *To whom* did he give the book?

Some verbs require a second object to help them to make a complete sentence. Thus, when we *give*, we must not only give *something* (this, as we already know, is the object of the verb), but we must also give that something *to somebody*. When we *tell* or *send* or *sell* or *pay*, we not only tell, send, sell, or pay something (this is the object of the verb), but we also tell, send, sell, or pay that something *to somebody*. This somebody — that is, the noun that names this somebody — is called the indirect object of the verb.

The indirect object of a verb is the word that denotes the person or thing *to* or *for* whom something is done.

It is always possible to insert the preposition *to* or the preposition *for* before the indirect object without changing the meaning of the sentence.

Exercise. 1. Read again the six sentences at the beginning of this section. Point out the six objects, the three indirect objects, and the three prepositional phrases that take the places of the indirect objects.

2. Point out the objects and the indirect objects in the sentences that follow:

1. He should have told the men this story.
2. My father brought my brother some books from England.
3. I handed the letter carrier the parcel.
4. Show the boy the lesson.
5. Did you write your sister a letter yesterday?
6. He will teach those children arithmetic.
7. The farmer might sell those strangers some potatoes.
8. Lend your brother your pencil.
9. The company paid the men and the women five thousand dollars.
10. The catcher threw the pitcher a brand-new ball.

11. Speaking from Outlines

Have you ever noticed that it is easy to pay attention as some pupils speak but hard to listen to others? Of course there are several reasons for this. Some pupils have interesting things to say; some speak in a clear and pleasant voice, pronouncing their words distinctly. But there is still another reason. Some pupils arrange their ideas in good order before they try to tell them.

Oral Exercise. Think a few minutes about one of the subjects in the list that follows. Then explain to the class into how many parts your talk about the subject would be divided and what each of these parts would be about. Do the same with other subjects in the list.

1. How to Spend a Rainy Saturday
2. What "Safety First" Means
3. My First Day at School
4. My First View of Mountains
5. My First Visit to the Ocean
6. The Indian's Life Contrasted with the White Man's Life

7. My First Railway Journey
8. Two Old Men I Know
9. Summer and Winter in Florida (or any place about which you wish to speak)
10. Going to New York by Water and Returning by Land
11. Making a Butterfly Collection
12. The Adventures of a Ten-Cent Piece

Group Exercise. The teacher will write your outline on the board; other pupils will criticize it and give outlines of their own.

It is possible to speak about the same subject in different ways. Thus, the following are two outlines for a talk about the first subject in the list on page 234. You can probably make another that will fit your own ideas better than either of these.

HOW TO SPEND A RAINY SATURDAY

OUTLINE FOR TALK

1. What one could do in the morning.
2. What one could do in the afternoon.

OUTLINE FOR TALK

1. What my brother proposed that we do.
2. What my mother advised.
3. What we actually did after talking plans over.

Oral Exercise. Choose a subject about which you think you can give your classmates useful and entertaining information. Plan what you wish to say about it. Write your outline on the board. Then, turning your back to the outline, give your talk. If it is a good outline you will have no difficulty in remembering it. As you speak, your classmates will watch to see whether you stick to your outline.

Perhaps the following list will suggest a good subject to you:

1. How to Put Shoe Laces in Shoes
2. How to Make Oatmeal Porridge
3. Why It Is Necessary to Put Stamps on Letters
4. How a Burglar Alarm Works
5. How My Caterpillar Turned into a Butterfly
6. What It Means to Be a Boy Scout
7. What It Means to Be a Camp-Fire Girl
8. A Game That Trains Me to Be Quick
9. A Suitable Graduation Dress for a Grammar-School Girl
10. How I Felt When I First Wore a New Suit to School

Group Exercise. When you have given your talk, the class will tell you what they liked about it and in what respects it could be improved. The following questions indicate some of the main points to be kept in mind by the class as they listen to each talk and criticize it:

1. Was the talk interesting? How might it have been made more so?

2. Was it clear? Did the speaker always say exactly what was in his mind to say?

3. Was the outline clear and well arranged? In what respect could it have been better?

4. Did the speaker use too many such words as *and*, *and then*, *and so*? Did he fail to drop his voice at the end of each sentence? Did he begin any sentences with such words as *when*, *since*, *although*?

5. Can you suggest better nouns for any used by the speaker?

12. Drill in Correct Use

Oral Exercise. Read the following sentences repeatedly, selecting the correct word for each. If necessary, refer to pages earlier in the book on which the correct uses are explained. Increase the speed of your reading as you become surer of these correct uses.

1. I (seen, saw) your brother, but I haven't (saw, seen) you.
2. I (did, done) what anybody would have (did, done).
3. Hasn't she (went, gone) to school? I haven't (seen, saw) her.
4. What is that (lying, laying) on the table?
5. There (is, are) many books in the case.
6. (Lay, Lie) in the hammock or (sit, set) in the armchair.
7. His manners are (awful, disagreeable).
8. His English is (incorrect, terrible).
9. The acting was (rotten, poor).
10. The dinner was (good, delicious, appetizing).
11. The violets smelled (sweet, sweetly).
12. Can you see him and (I, me)? That is (he, him).
13. That is (him, he), there is (she, her), and this is (me, I).
14. The child smiled (sweet, sweetly), at its mother.
15. Her voice sounded (sweetly, sweet).
16. Speak (modest, modestly), and fight (boldly, bold).
17. Speak (quiet, quietly), and close the window (softly, soft).
18. The grapes tasted (sour, sourly).
19. (This, These) kind of grapes never tastes (sweetly, sweet).
20. He has never (did, done) (that, those) sort of things.
21. She has never (sung, sang) (them, those) songs.
22. They are both bright, but she is the (brighter, brightest).
23. She is brighter than (any other, any) girl in the class.
24. Is Paris more (beautiful, beautifuller) than New York?
25. (These, This) kind of things makes me feel (sadly, sad).
26. I couldn't see (no, any) bird (anywhere, nowhere) in the park.
27. Has he never (saw, seen) (any, no) sea lions before?
28. I have not (done, did) (nothing, anything) to regret.

13. Vocal Drill

Exercise. 1. Stand erect, hands at sides. Inhale slowly through eight counts, raising the arms until they are vertical. Hold the breath through four counts. Exhale explosively. Repeat several times.

2. Stand as above. Inhale quickly, without raising the shoulders. Hold through four counts. Exhale slowly through eight counts. Repeat.

3. Inhale quickly and quietly. Exhale slowly and steadily, making a soft, buzzing sound.

4. The same as above, but sound *n-n-n* as long as the breath lasts; *oo*; *oh*; *ah*; *ee*.

5. Repeat the following nonsense rime, slowly at first, then rapidly, but always distinctly:

Peter Piper picked a peck of pickled peppers;
A peck of pickled peppers did Peter Piper pick.
If Peter Piper picked a peck of pickled peppers,
Where is the peck of pickled peppers Peter Piper picked?

14. Words Sometimes Mispronounced

Oral Exercise. The teacher will pronounce the following words for you. Listen carefully and pronounce each one the same way. Then read the entire list aloud several times.

giant	eleven	alms	tune
buoy	yeast	balmy	picture
avenue	perhaps	heir	hoof
partner	length	herb	roof
forehead	strength	salve	deaf

Dictionary Work. Look up several of the words above to see how the correct pronunciation is indicated in the dictionary. If you do not understand the meaning of the marks there, ask the teacher to explain them. Ask about other doubtful points. Can you find on each page the key to the different sounds? Do you know and see the accent (′) added to each word? What does that mean?

15. Review: Sentences and Nouns

Exercise. 1. What kind of sentence is each of the following?

1. At noon our party assembled in the forest, through the depths of which ran a little brook.

2. We were two men, two women, and five children.

3. Our shady nook was now the sunniest place in the neighborhood.

4. Each of us told the children a story.

5. Grandfather talked about Roger Williams and told the children several interesting particulars.

6. One incident must be related because it will give the reader an idea of the opinions and feeling of the first settlers of New England.

7. He did not keep possession of the chair long.

8. The wise men of those days opposed this brave reformer; therefore he left the colony.

9. The wilderness was wide; so Roger Williams took his staff and traveled into the forest and made treaties with the Indians and began a plantation.

10. Here he founded the city of Providence.

2. In the simple sentences point out the subject and the verb of each and their modifiers.

3. In the compound and complex sentences point out the subject and the verb of each clause and their modifiers.

4. Explain the use of every noun in its sentence.

5. Study the following sentences as you did the foregoing:

1. At last the great day of the festival arrived, and many thousands of warriors and monarchs and pilgrims thronged to the amphitheater where the contest was to be held.

2. Here platforms received the vast crowds, that roared like the sea.

3. The windows were covered with a network of gold, and the walls were set with diamonds and precious stones.

4. The stairs were easy of ascent, and the floors were covered with costly carpets.

5. The rooms were adorned with wreaths and garlands of flowers, and made fragrant with spices.

6. We took a trip on the longest railway in the world.

7. It stretches eastward from Moscow over the Ural Mountains and thence entirely across the largest country of Asia to the Pacific Ocean.

8. This ribbon of steel would reach from San Francisco across the United States and nearly to Liverpool.

9. If on a map of Siberia you placed a map of the United States, so wide a margin would be left around it that you would have nearly room enough for all the countries of Europe except Russia.

10. Most of Russia is a vast plain which, though very useful for agriculture, is almost entirely lacking in mineral wealth.

11. Can you imagine a prison larger than the whole United States?

12. There was once a time when thieves and murderers, people whom the Russian government feared, drunkards and vagabonds who were a nuisance in their communities, were sentenced to Siberia.

13. Hundreds of thousands of respectable Russian peasants once settled in Siberia, and the government helped them in many ways.

14. These peasants went to the most fertile parts of the country; large areas of land were given them; and they were furnished, at very low prices and with long terms of credit, with seeds and tools, cattle and horses.

15. Some went by railroad, some by water, and some overland by the great post road which stretches entirely across Siberia.

6. Explain the use of each noun in the preceding sentences.

16. Practice: Capitals and Punctuation Marks

Exercise. 1. Read the following rules in the Appendix (pages 485–487 of this book): 2, 4, 5, 6, 7, 8, 9, 10, 11, and 18. On which sections of this chapter are these rules based? Write an example for each rule.

2. Are there any other rules in the Appendix which are applied in the present chapter? Prove your answer.

Test. As a test of your ability to punctuate correctly, write a passage from dictation. This is the same passage you wrote from dictation a year ago.

Correction Exercise. 1. When you have written the passage, it will be read to you a second time, but now each capital letter and punctuation mark will be indicated, as well as the spelling of troublesome words, in order that you may correct mistakes. Are there many? Compare the number with your record one year ago, if you or the teacher has that record.

2. Read your corrected passage aloud to the class, indicating capital letters and punctuation marks and explaining the reason for each.

17. Test in Applied Grammar

Exercise. 1. The sentences below contain thirteen common errors of the kind you have recently been studying. Can you find every one on the first reading? How long will it take you to write a list of the thirteen corrected words?

1. Several despicable portuguese bandits examined the travelers baggage.
2. Ladies hats and mens' caps filled one small american trunk.
3. The bandits donkies stood quietly in the oak trees shade.
4. The travelers guide and servants were no heros.
5. Suddenly the two lady's screamed: "We hear horse's hooves."

2. Read the following sentences repeatedly, selecting the correct word or words for each, as you read, and trying to increase the smoothness and speed of your reading:

1. There (lays, lies) the car in the ditch.
2. (Sit, Set) here and look at it (laying, lying) there.
3. There (are, is) many accidents these days.
4. I (seen, saw) more last year than you have ever (saw, seen).
5. I have never (saw, seen) an accident.
6. Wherever I have (gone, went) I have (saw, seen) some.

7. There (is, are) a crowd of cars on the road.
8. There (is, are) many cars on every road.
9. It was (me, I) who (saw, seen) it (laying, lying) there.
10. It looks (terribly, badly) smashed, (don't, doesn't) it?
11. See (them, those) people (setting, sitting) by the roadside.
12. That 's (them, they). (Those, Them, They) own the car.
13. (Doesn't, Don't) this sky look (beautiful, beautifully)?
14. (Don't, Doesn't) this rose smell (sweetly, sweet)?
15. There (lies, lays) another one on the ground.
16. This is more (beautifuller, beautiful) than that.
17. This is a (worse, worser) road than (them, those) roads.
18. Have you ever (saw, seen) a (worser, worse) road?
19. Who (done, did) this? I (saw, seen) him do it.
20. It was (he, him) that (did, done) it.
21. It was not (I, me). It was not (her, she). It was (he, him).
22. Can you see him and (I, me) (sitting, setting) here?
23. I can see the cat (lying, laying) there.
24. I cannot see you and (him, he) (setting, sitting) there.
25. Your sister's voice is (sweet, sweetly).

18. Grammar Examination

1. Write simple interrogative sentences containing the following nouns in the plural possessive form: *lily*, *ox*, *box*, *attorney*, *mouse*.

2. Write the plural of the following nouns: *berry*, *potato*, *flunkey*, *piano*, *reply*, *echo*, *portfolio*, *tooth*, *news*, *athletics*, *salmon*, *Japanese*, *deer*, *Miss Brown*, *couple*, *pair*, *pear*, *scissors*, *monkey*, *ax*.

3. Explain the rule for forming the singular and the plural possessive form of nouns.

4. What is the difference between a common noun and a proper noun? Illustrate.

5. Show several uses of nouns in sentences. How many can you show?

19. What You Have Studied in This Chapter (One)

The following summary gives a bird's-eye view of the chapter:

I. Grammar

Proper nouns (219)
Common nouns (219)
Number of nouns (222)
Gender of nouns (228)
Forming the possessive of nouns (229)
The uses of nouns in sentences (232)
    As the subject of a verb (232)
    As the predicate word (232)
    As the object of a verb (232)
    As the object of a preposition (232)
    As a possessive (232)
The indirect object (233)

II. Composition

Selecting suitable proper nouns (220)
    Project: *The City of Signs* (222)
Selecting suitable common nouns (226)
Business letters (230)
    Project (230)
Speaking from outlines (234)

III. Review and Drill

Introductory test (217)
Drill in correct use (236, 241)
Vocal drill (237)
Words sometimes mispronounced (238)
    Dictionary work (238)
Review: sentences and nouns (239)
Practice: capitals and punctuation marks (240)
    Test: dictation exercise (241)
Test in applied grammar (241)
    Drill in correct use (241)
Grammar examination (242)

Note. The numbers in parentheses refer to pages.

CHAPTER TWO

PRONOUNS: PERSONAL AND INTERROGATIVE

1. Introduction

A pronoun is a word used instead of a noun.

Thus, in "*I* am the man *whom you* want," the pronoun *I* is used instead of the speaker's name, the pronoun *whom* is used instead of the noun *man*, and the pronoun *you* is used instead of the name (a proper noun) of the person addressed.

You already know what a pronoun is. Do you also use pronouns correctly in your speaking and writing? In order to be sure of this it is necessary that you study the following sections.

2. Personal Pronouns

A. Person

1. *I* have *my* book with *me*.
2. Have *you your* magazine with *you*?
3. Has *he his* drawing with *him*, or has *he* lost *it*?
4. Look at *us*! *We* shall celebrate at *our* school to-day.
5. Why do not *she* and *her* sister come to see *it*?
6. *I* don't know *their* reason. *I* haven't seen *them* lately.

Exercise. Make three lists of the pronouns in the sentences above: in the first put the pronouns that refer to the *person speaking*; in the second, the pronouns that refer to the *person spoken to*; in the third, the pronouns that refer to the *person* or *thing spoken of*.

Some pronouns always stand for the person speaking. They are: *I, my, mine, me; we, our, ours, us.* They are called pronouns of the *first person.*

Some pronouns always stand for the person spoken to. These are: *you, your, yours.* They are called pronouns of the *second person.*

Some pronouns represent the person or thing spoken of. They are: *he, his, him; she, her, hers; it, its; they, their, theirs, them.* They are called pronouns of the *third person.*

All these pronouns — of the first person, of the second person, and of the third person — are called **personal pronouns.**

Exercise. 1. The following sentences contain thirty-two personal pronouns. Make a list of them, and after each write whether it is of the first, of the second, or of the third person.

1. They invited us to the game between our boys and your boys.
2. We went — he, she, and I — to see it.
3. I took my raincoat with me.
4. You took yours, and she took hers.
5. But he forgot to take his.
6. The park was not far away; but when we reached it, our boys were already there, and so were yours.
7. We saw them getting ready to play.
8. They were determined to do their best.
9. Frank was in the field; he looked at us with his pleasant smile.
10. But we saw him later without it.

2. Give a sentence containing several pronouns of the first person; another sentence containing pronouns of the second person; another containing pronouns of the third person.

The personal pronouns are those pronouns that distinguish the speaker (the *first* person) from the person spoken to (the *second* person) and the person, place, or thing spoken of (the *third* person).

B. Number and Gender

Exercise. Write after each pronoun found in the exercise on the preceding page (1) whether it is singular or plural, (2) whether it is masculine, feminine, or neuter. Many personal pronouns are either masculine or feminine; after such write the words *Either masculine or feminine.*

The pronouns of the second person, *you*, *your*, *yours*, *you*, are used both for the singular and for the plural. Thus:

I shall write *you*, Frank. (Singular)
I shall write *you*, boys. (Plural)
Is this *your* book, Frank? (Singular)
Are these *your* books, children? (Plural)

The pronouns of the first person (*I* and its various forms: ***my mine***, *me*, *we*, *our*, *ours*, *us*) and of the second person (*you*, *your*, *yours*) are either masculine or feminine.

These pronouns of the third person are masculine: *he*, *his*, *him*; these are feminine: *she*, *her*, *hers*; these are neuter: *it*, *its*. In the plural the pronouns *they*, *their*, *theirs*, *them*, are used for all three genders.

C. Uses in Sentences

Exercise. Tell whether each pronoun in the following sentences is the subject of a verb, the object of a verb, the object of a preposition, or a possessive:

1. *He* hopes that *his* mother will see *him.*
2. *I* had *my* overcoat with *me.*
3. *They* took *their* rifles with *them.*
4. *We* saw *our* friend and *our* friend saw *us.*

We may call the pronouns that are used as subjects **subject pronouns,** those used as possessives **possessive pronouns,** and those used as objects **object pronouns.**

D. A Table of the Personal Pronouns[1]

Exercise. 1. In the following sentences there are eight personal pronouns used as subjects. Write these subject pronouns in a line across the top of a sheet of paper.

1. I went to the circus; my father took me.
2. Are you going with your mother? Who will take you?
3. People liked the clown; he had his best jokes with him.
4. A man cried: "Madam Sidney! See her! She will ride her trick horse!"
5. It was a fine circus; thousands saw it and enjoyed its many attractions.
6. We enjoyed everything; our friends envied us.
7. Parents all! You ought to go and take your children with you.
8. They will tell their friends what pleased them most.

2. There are eight personal pronouns used as possessives in the preceding sentences. Point them out, and write these possessive pronouns under the subject pronouns that you have already put down. Put each possessive pronoun under the subject pronoun that has the same person, the same number, and the same gender. Thus:

I	they
my	their

3. There are eight personal pronouns used as objects in the preceding sentences. Point them out, and write these object pronouns where they belong under the subject pronouns and the possessive pronouns that you have already put down. Thus:

I	they
my	their
me	them

[1] For the formal presentation of case see pages 406, 409, and 416. See also the "Time-Table and Teacher's Manual."

4. Compare your table of pronouns with the following and discover whether you have made mistakes:

THE PERSONAL PRONOUNS CLASSIFIED

SINGULAR

	First Person	Second Person	Third Person		
	Masculine or Feminine	*Masculine or Feminine*	*Masculine*	*Feminine*	*Neuter*
Subject Pronouns	I	you	he	she	it
Possessive Pronouns	my (*or* mine)	your (*or* yours)	his	her (*or* hers)	its
Object Pronouns	me	you	him	her	it

PLURAL

Subject Pronouns	we	you		they
Possessive Pronouns	our (*or* ours)	your (*or* yours)		their (*or* theirs)
Object Pronouns	us	you		them

Exercise. 1. Tell regarding each of the following pronouns (1) whether it is of the first, second, or third person; (2) whether it is singular or plural; (3) what its gender is; (4) whether it is a subject pronoun, a possessive pronoun, or an object pronoun. Practice this until you can do it quickly.

Me, your, he, her, it, they, you, us, him, its, their, my, our, them, she, we, I, his.

2. Use each of the pronouns above in a sentence.

3. Courtesy, Pleasant Manners, and Good Form

Oral Exercise. 1. Give as many words as you can to describe a boy who is usually seen with coat collar turned up, hands in pockets, and hat over one eye or ear. The teacher will write these words on the board as you give them.

2. Give words to mark or label a boy who spits on the sidewalk or in a street car; a girl who yawns or coughs without covering her mouth with hand or handkerchief; a girl who picks her teeth in public; a boy who keeps his seat in the street car while an old woman or an old man is compelled to stand; a boy who does not tip his hat when he is greeted by his teacher on the street.

3. Which of the following words are in your list on the board: *gentlemanly*, *polite*, *ladylike*, *well-bred*, *well-mannered*, *well-behaved*, *mannerly*, *refined*, *winning*, *gentle*, *gracious*, *affable*, *courteous*? For each of the foregoing words give one or more of the opposite meaning.

4. Use in a sentence each of the words in the two lists. Make sentences that will show that you understand the words used. Thus:

George is a *well-spoken* young man, for he always answers promptly and politely when he is asked a question.

Oral Dramatization. 1. Together with one or more classmates, as if it were in a little play, show the class how you would politely greet a friend you met on the street. Show the proper way of shaking hands and of raising your hat and of nodding; show how you would part with your friend after a few polite remarks. Make up as interesting a conversation as you can to fit in with what you and the other players do.

2. In the same way present one or more of the following scenes. Remember that the purpose of each little play is to make clear *the proper thing to do and say*.

1. Offering and accepting a seat in a street car
2. Introducing two persons to each other
3. Calling Central and asking for the long-distance operator
4. Ordering groceries over the telephone
5. Making a complaint over the telephone
6. Giving and accepting an invitation

7. Asking for the bread, the butter, the salt, at table

8. Asking to be directed to a certain street or house or business place

3. The class will criticize each play in regard to matters of good form and courtesy. There are right and wrong ways of bowing, greeting, lifting the hat, making a request, and saying "How do you do?" "Thank you," "Excuse me."

Project. Go hunting for polite deeds; that is, before and after school keep your eyes open to see some one being polite. Bring the captured polite deed to school; that is, write on the board what you have seen or heard. Thus, you might write:

I saw a boy run into an old woman who was carrying several bundles. One of the bundles fell to the ground. The boy picked it up, gave it to the woman, and asked her to excuse his awkwardness.

I saw a girl in a grocery store step on another girl's foot. "Oh, please excuse me," she said. "I hope I have not hurt you."

Project. You and your classmates may now make a list of rules of courtesy and good form. Let each pupil make a rule and read it to the class. After the class has criticized it, and it has been improved, it may be written on the board by the pupil. When all the rules have been arranged in the best order, they may be copied on paper. Perhaps there will be rules enough to make a little book of four or six pages. If so, make this little book to take home with you. On the cover you might print:

THE PROPER THING TO DO

RULES OF ETIQUETTE

BY

THE PUPILS

OF MISS SMITH'S ROOM

4. Correct Use of Personal Pronouns

I. Pronouns that are used as subjects of sentences must be subject pronouns. Thus:

1. *She* and *I* went to the store together. (NOT: *Her* and *me* went to the store together.)
2. *He* and *she* live on my street. (NOT: *Him* and *her* live on my street.)
3. She is brighter than *he*. (THAT IS: She is brighter *than he is*.)
4. They are better players than *we*. (THAT IS: They are better players *than we are*. The pronoun *we* is the subject of the second verb *are*.)

II. Since a predicate word always defines, describes, explains, the subject of the sentence, pronouns that are used as predicate words must be subject pronouns. Thus:

1. This is *he*. That is *she*. (NOT: This is *him*. That is *her*.)
2. It is *I*. That was *I*. (NOT: It is *me*. That was *me*.)
3. Who was it? It was *we*. It wasn't *they*. (NOT: It was *us*. It wasn't *them*.)

Exercise. 1. Explain the use of each of the italicized pronouns in the correct sentences under the two preceding rules.

2. Select the correct pronoun for each of the following sentences and give the reason for your choice:

1. You and (he, him) may read the book next.
2. It was he and (me, I) who went down to the river.
3. He said that you and (me, I) might go together.
4. What were you and (him, he) reading?
5. I should not do it if I were (she, her).
6. He did it; but if I had been (him, he), I would not have done it.
7. Neither (she, her) nor (him, he) will be able to go.
8. I cannot tell whether (he and she, him and her) will go.
9. Is John taller than (I, me)?
10. You said it was (him, he) that wanted to see me.

Drill in Correct Use. Read the preceding ten sentences aloud repeatedly, selecting the correct pronouns as you read. Go slowly at first, in order to avoid errors. Gradually increase your speed, but always speak distinctly. Perhaps the teacher or you yourself will take your time for various readings.

III. Pronouns that are used as objects of verbs or prepositions must be object pronouns. Thus:

1. The package is addressed to *you* and *me*. (NOT: The package is addressed to *you* and *I*.)
2. The teacher saw *him* and *me*. (NOT: The teacher saw *he* and *I*.)
3. The man gave *him* and *me* some apples. (NOT: The man gave *he* and *I* some apples.)

Exercise. 1. Explain each of the italicized pronouns in the preceding correct sentences.

2. Select the correct pronoun for each of the following sentences and give the reason for your choice:

1. Remember, this is strictly between you and (I, me).
2. Yes, there was trouble between him and (me, I).
3. I should go to the game if I were (him, he).
4. I should go to the party if I were (she, her).
5. I should go with you and (he, him).
6. You and he and she and (I, me) ought to go to the game together.
7. Between us, that is, between you and (me, I), what do you think of that game?
8. Is this letter addressed to (me, I)?
9. Is it addressed to you and (I, me)?
10. Are you speaking to (he, him) or to (I, me)?
11. Are you laughing at him and (me, I)?
12. (He, Him) and (me, I) are planning a fishing trip.
13. This is (I, me).
14. This is (him, he).
15. That's (her, she).

Drill in Correct Use. When you can name the correct pronoun form for each of the preceding sentences, read these sentences aloud repeatedly, choosing the correct form as you read. What is your time for the first of such readings? What is your time after practice?

IV. The contraction *it 's* must not be confused with the possessive *its*. *It 's* is the short form for *it is*. The possessive *its*, like *his*, *ours*, *theirs*, has no apostrophe. Thus:

1. The cat was licking *its* paw.
2. *Its* paw was hurt.
3. *It 's* a long time since I saw you. (THAT IS: *It is* a long time since I saw you.)

V. In a series of nouns and pronouns the pronoun of the first person should stand last and the pronoun of the second person should stand first. Thus:

1. George and *I* bought the ball. (NOT: *I* and George bought the ball.)
2. *You*, he, and *I* can go together. (NOT: *I*, *you*, and he.)
3. May Henry and *I* go? (NOT: May *I* and Henry go?)

VI. The pronoun of the first person singular should always be written as a capital letter. Thus:

I am your friend. (NOT: *i* am your friend.)
He is taller than *I*. (NOT: He is taller than *i*.)

5. Compound Personal Pronouns

The words *myself*, *yourself*, *himself*, *herself*, *itself*, and their plurals, *ourselves*, *yourselves*, *themselves*, are compound personal pronouns. Their use is illustrated in the following sentences:

1. I *myself* shall go to see him.
2. I hurt *myself* badly.
3. They *themselves* laughed at the sight.

4. They did *themselves* more harm than good.
5. You *yourselves* would not have ventured farther.
6. You looked in the mirror and saw *yourself*.

Exercise. Use each of the compound personal pronouns in the list above in two sentences, illustrating the two different uses shown.

CORRECT USE

I. The pronouns *myself*, *yourself*, *himself*, etc. must not be used as objects of verbs or of prepositions unless they name the same person or thing as the subject of the sentence. Thus:

1. I hurt *myself*. (*Myself* names the same person as *I*.)
2. The letter was addressed to *me*. (NOT: to *myself*.)
3. She saw herself in the long mirror. (*Herself* names the same person as the subject *she*.)
4. The present was for *her*. (NOT: for *herself*.)

II. A compound personal pronoun must not be used as the subject of a sentence. It may be used with a subject for emphasis. Thus:

1. *You* are invited to attend a dance. (NOT: *Yourself* is (or are) invited to attend a dance.)
2. You *yourself* must do this part of the work. (The word *yourself* emphasizes the word *you*.)
3. *You* and a friend are requested to be present. (NOT: *Yourself* and friend are requested to be present.)

III. Observe the following correct uses of pronouns:

1. He took good care of *himself*. (NOT: of *hisself*. There is no such word as *hisself*.)
2. They were proud of *themselves*. (NOT: of *theirselves*. There is no such word as *theirselves*.)
3. Look at *those* boys. (NOT: *them* boys. The pronoun *them* should never be used as an adjective.)

Exercise. Select a suitable pronoun for each of the following sentences and give your reason for each selection:

1. The book was for (me, myself).
2. I hurt (me, myself).
3. I have a letter addressed to (you, yourself).
4. (You, Yourself) are asked to take part in the exercises.
5. The girls were sorry for (themselves, theirselves).
6. The little boy was proud of (hisself, himself).
7. Your telegram to (myself, me) is received.
8. In the looking-glass they saw (theirselves, themselves).
9. Look at all (those, them) cars going by.
10. The daring acrobat had injured (hisself, himself).
11. (Yourself, You) and a friend are cordially invited.
12. Mr. Hill and (myself, I) went to the game.
13. Is that (them, they) looking at (theirselves, themselves)?

Drill in Correct Use. Selecting the correct pronoun forms promptly, read the preceding thirteen sentences aloud repeatedly, increasing your speed as you grow in skill.

6. Study of a Poem

A little over one hundred years ago Napoleon was Emperor of France. In those times that meant emperor of half of Europe; for, at the head of his armies, he had conquered Italy, Germany, Austria, and several other countries. At last, however, he was defeated at the battle of Waterloo. He was taken prisoner, sent to Saint Helena (an island that belonged to England), and there he died and was buried.

The contrast between his proud career and the humble, melancholy close of his life — a prisoner, on foreign soil, with no marching armies or military salutes to do him honor, no gold epaulets, no rattling swords, no roaring cannon — leads to thoughts like those expressed in the following poem. When the poet thinks of Napoleon's selfish and foolish ambition, his heartless and bloody record, he wonders whether this Emperor of France can be called a truly great man.

THE DEAD NAPOLEON

Tell me what we find to admire
  In epaulets and scarlet coats,
In men because they load and fire,
  And know the art of cutting throats?

And what care we for war and wrack,
  How kings and heroes rise and fall?
Look yonder, in his coffin black
  There lies the greatest of them all.

He captured many thousand guns;
  He wrote "The Great" before his name;
And dying, only left his sons
  The recollection of his shame.

Though more than half the world was his,
  He died without a rood his own;
And borrowed from his enemies
  Six foot of ground to lie upon.

He fought a thousand glorious wars,
  And more than half the world was his,
And somewhere now, in yonder stars,
  Can tell, mayhap, what greatness is.

WILLIAM MAKEPEACE THACKERAY

Oral Exercise. 1. What is the meaning of the phrase one often hears, "to meet one's Waterloo"? How can you make sure of its meaning? Will the dictionary give it? Use the phrase in several sentences of your own.

2. Do you admire epaulets and scarlet coats? Why does Thackeray seem to think that, in one sense, we ought not to admire them? What do they stand for? What does war stand for? What is the difference between might and right? Tell how

a Napoleon is different from a strong boy on the playground who uses his greater strength to force everybody to obey him.

3. Tell your classmates your own views about war. Talk the subject over at home before you make the outline of your speech in class.

4. Did you have a relative in the recent great war? Can you entertain the class by telling some interesting experience which your relative had in the war? What does he think about war?

Group Exercise. After each pupil has spoken, the class will criticize his talk. Of course these criticisms, telling both what is liked and what is not liked, are made and are received in the friendliest spirit.

In addition to the questions usually asked in exercises of this kind, the following question should receive attention, since pronouns have just been studied: Did the speaker make any mistakes in the use of pronouns?

7. Interrogative Pronouns

Exercise. 1. What kind of sentences are the following?

1. *Who* goes there? (ANSWER: A human being.)
2. *What* do you want? (ANSWER: Long life and happiness.)
3. *Which* do you want more? (ANSWER: Happiness; for without it long life is nothing.)

2. What word does the word *who* stand for? Name the noun or nouns for which the word *what* is used. What noun does the word *which* stand for? What do we call a word that is used instead of a noun? Could we call *who*, *which*, and *what* pronouns? Could we call them interrogative pronouns? Why?

An interrogative pronoun is a pronoun that is used in asking questions.

Exercise. 1. In the following sentences pick out the interrogative pronouns:

1. Who saw the elephant?
2. Whose child are you?
3. Whom do you see?

2. What is the subject of the first sentence? Could we call *who* a subject pronoun? Why? Does the verb *do see*, in the third sentence, have an object? Could we call *whom* an object pronoun? Why? Could we call *whose*, in the second sentence, a possessive pronoun?

The word for which an interrogative pronoun stands is found in the answer. (The word for which any pronoun stands is sometimes called the *antecedent* of the pronoun.)

The interrogative pronouns *who*, *whose*, *whom*, are used in speaking of persons.

The interrogative pronoun *which* is used in speaking of either persons or things.

The interrogative pronoun *what* is used in speaking of things.

CORRECT USE

I. If we remember that *who* is correctly used as the subject of a sentence, and *whom* as the object of a verb or a preposition, we shall not make many errors in interrogative pronouns. Observe the following correct forms:

Whom do the men wish to see? (*Whom* is the object of *see*.)

Whom are they looking for? (THAT IS: For *whom* are they looking? *Whom* is the object of the preposition *for*.)

Whom shall I tell the news? (*Whom* is the indirect object of the verb *shall tell*.)

Whom are you dancing with? (THAT IS: With *whom* are you dancing? *Whom* is the object of the preposition *with*.)

Completion Test. Fill the blanks in the following sentences with *who* or *whom*, and explain each insertion:

1. —— is that old gentleman on the park bench?
2. —— does he resemble?
3. To —— are you sending those flowers?
4. —— are you sending those flowers to?
5. With —— shall you go to the party?
6. —— shall you go to the party with?
7. —— resembles you?
8. For —— are you making that pretty apron?
9. —— are you making that pretty apron for?
10. —— will help you upstairs?
11. —— tagged us?
12. —— shall I tag?
13. —— took the prize?
14. —— did they choose for captain?
15. —— is this telegram for?
16. —— is the sender?
17. To —— is it addressed?

Drill in Correct Use. When you are able to fill each blank above without delay, read the preceding sentences aloud repeatedly, filling the blanks as you read. As soon as you can do it without making errors, increase your speed.

II. Sometimes pupils confuse *whose* and *who's*. *Who's* is a contraction for *who is*. The possessive pronoun is *whose*. Like *its*, *his*, *hers*, *ours*, *theirs*, the pronoun *whose* has no apostrophe.

Observe the following correct uses:

Who 's there? Who 's knocking at the door?
Whose hat is this? Whose voice do I hear?

Group Exercise. Let several pupils write on the board sentences containing *who's* and *whose*, the entire class watching in order to detect all mistakes.

8. Vocal Drill

Exercise. 1. Stand erect, hands at sides. Take a deep breath. Hold it through four counts. Exhale slowly through four counts, pause, exhale slowly through four more counts, pause; then continue in this way as long as there is breath left in the lungs. Repeat and repeat.

2. Inhale quickly, taking a full breath. Exhale slowly, sounding *oo* softly in the middle of the vocal range, and go up one full tone and back. Then go down one full tone and back. Combine the two, continuing the latter exercise without straining as long as the breath lasts. Repeat and repeat.

3. Do the same with *oh*, *ah*, and *ee*.

4. Speaking as distinctly as you can, repeat slowly at first, then rapidly, the following sentences:

1. The birds were building their nests by the bubbling brook.
2. Will you pass the glass to me?
3. Hunters' horns were heard from hill to hill.
4. We caught a glimpse of the caps and wraps on the steps.
5. He shakes the sticks and strikes them on the bricks.

9. Words Sometimes Mispronounced

Oral Exercise. Pronounce each of the following words after the teacher. Then read the entire list aloud more than once.

lettuce	granary	florist	colonel
gratis	church	geyser	lion
bury	mail	station	yokel
burial	daily	benzine	yolk
Pharaoh	train	asphalt	lever

Dictionary Work. If you should ever forget any of the pronunciations you have just learned, how should you go about it to relearn them? Open the dictionary and explain in detail.

10. Memory Selection

THE FOOTPATH TO PEACE

To be glad of life, because it gives you the chance to love and to work and to play and to look up at the stars; to be satisfied with your possessions, but not contented with yourself until you have made the best of them; to despise nothing in the world except falsehood and meanness, and to fear nothing except cowardice; to be governed by your admirations rather than by your disgusts; to covet nothing that is your neighbor's except his kindness of heart and gentleness of manners; to think seldom of your enemies, often of your friends, and every day of Christ; and to spend as much time as you can with body and with spirit, in God's out-of-doors — these are little guide-posts on the footpath to peace. — HENRY VAN DYKE

11. Letter Writing

A LETTER FROM PHILLIPS BROOKS TO HIS NIECE[1]

Palace Hotel
Santa Fe, New Mexico
May 9, 1886

Dear Gertie:

It is very hot here, and the sun is shining down upon my window dreadfully. But the things one sees out of the window are very queer and interesting. The houses are built of mud, and almost all of them are only one story high. Indians and Mexicans, in bright red-and-white blankets, walk down the street. Funny little donkeys are wandering about, with small children riding on their backs and kicking them with their small heels. There are some barracks across the street with a flag flying, and a few soldiers lounging in the shade. Up the street there is a great cathedral, whose bells are ringing for some service. We are over seven thousand feet above the sea.

Give my best love to everybody, and be sure I am your

Affectionate uncle,
Phillips

[1] From "Letters of Travel," by Phillips Brooks. Copyright by E. P. Dutton & Company, 1913.

Written Exercise. When you return home, look out of the window of your room. Look first to the right and note all there is to tell about there; then look to the left. The view on the left is different from the view on the right; notice the differences. Finally, look up at the sky and the tree tops and the neighboring roofs and chimneys. Make an outline for three paragraphs. Why for three? Write as novel a letter as you can about looking out of your own window with open eyes. Address it to your classmates and read it to them in school; or send it to one of them through the class post office. He will read it to the class.

Oral Exercise. Walk from your house to the grocer's and back again. As you go, notice what there is to be seen and heard — the people, the dogs, the horses, the cars. Now look about you on your way back. Is everything the same? Not if you have sharp eyes and ears. Give a short talk to your classmates on this subject: "What I Saw and Heard on My Way to and from the Grocer's."

If you have two paragraphs, what will each one tell?

Written Exercise. Write the class a short account on the same subject. But take the walk again before you write, and go a different way, so that you may have a different account to read to the class. Think of yourself as being a newspaper reporter who wishes to report every little thing of interest that he can discover.

Correction Exercise. 1. Exchange finished reports with one of your classmates. What good points do you see in his account that it would be well for you to imitate? What mistakes has he made? Is every pronoun used correctly?

2. It might be a good plan before examining these compositions, in order to see whether the pronouns are used correctly, to review the correct-use sections in the present grammar chapter.

12. Practice: Capitals and Punctuation Marks

Exercise. In the Appendix (pages 485–491) do you find any rules besides 12, 13, 44, and 45 that are emphasized in the present chapter? Read those just referred to, read the examples, and write an example of your own for each rule. Read your example to the class and give the reason for the punctuation marks and capital letters you have used. If your example is a good one, it may be copied on the board.

Test. As a test of your ability to punctuate correctly, write a passage from dictation. Then proceed to correct it as you were directed on page 241.

13. Grammar Review

A. The Parts of Speech

THE DEFEATED NAPOLEON

The fugitive emperor Napoleon, defeated at Waterloo, hastened to the coast, but found it so carefully guarded by English ships that he decided to throw himself upon the generosity of the English nation. The British government treated him, however, as a dangerous prisoner of war rather than as a retired foreign general and statesman of distinction who desired, as he claimed, to finish his days in peaceful seclusion. He was banished with a few companions and guards to the remote island of Saint Helena. Here he spent the six years until his death on May 5, 1821, brooding over his past glories and dictating his memoirs, in which he strove to justify his career and explain his motives. — Robinson and Beard, "Outlines of European History"

Oral Exercise. Of course you know what a noun is. But how many nouns can you point out in the preceding passage? Tell why you call each of these words a noun. In the same way point out as many pronouns, adjectives, adverbs, verbs, prepositions, and conjunctions as you can.

B. Personal and Interrogative Pronouns

Oral Exercise. 1. What is the difference between a noun and a pronoun?

2. What is the difference between a personal pronoun and an interrogative pronoun?

3. Give a sentence containing two personal pronouns and one interrogative pronoun.

4. Give an interrogative sentence that does not contain an interrogative pronoun.

5. Give an interrogative sentence containing two interrogative pronouns.

Written Exercise. 1. Write a sentence containing three personal pronouns in the plural.

2. Write a sentence containing an interrogative pronoun in the plural.

3. Write a sentence containing a possessive personal pronoun in the singular and another possessive personal pronoun in the plural.

4. Write a sentence containing one personal pronoun used as the subject and another used as the predicate word.

5. Write a sentence containing three personal pronouns used as the object of the verb.

6. Write a sentence containing an interrogative pronoun used as the object of a preposition.

Exercise. 1. In the following sentences (1) pick out the pronouns, (2) tell what kind of pronoun each is, and (3) explain its use in the sentence:

1. Who's there?
2. It is I.
3. Whose book is on the table?
4. It is mine.
5. With whom was he talking when we met him?

6. The furious animal hurt itself against the bars of its cage.
7. It's true that I saw it myself.
8. You, she, and I saw them in their new car.
9. Some trouble arose between you and me.
10. The package is for him and me.
11. Whom is this letter for?
12. Who's going with me when I go home?
13. Who's in the other room?
14. It's barely possible that the kitten hurt its foot.
15. They themselves will protect themselves, if there should be danger.

2. Tell about each of the preceding sentences: (1) what kind it is and (2) what its essential parts are (subject, verb, predicate word, object).

14. Test in Applied Grammar

Exercise. The following sentences contain eleven common errors in the use of pronouns. You have recently studied these. How long will it take you to find and correct them?

1. Her mother and her live on our street.
2. That's him over there, and that's her, too.
3. They did not know it was us until after we passed them.
4. There ought to be no hard feelings between you and I.
5. The tiger in the cage was licking it's paw.
6. Yourself and a friend will be admitted free.
7. Who's hat is that?
8. Whose are those shoes in the corner of the closet?
9. Its strange how careless some people are with there English.
10. Whose in the apple orchard?

Drill in Correct Use. When you are sure of each correction needed in the preceding sentences and can give it promptly, read the sentences aloud several times, making corrections as you go. How long does it take you to read the ten sentences in this way?

15. What You Have Studied in This Chapter (Two)

The following summary gives you a bird's-eye view of the chapter. Notice that the subjects are grouped under three headings: (I) Grammar; (II) Composition; (III) Review and Drill.

I. Grammar

The pronoun (244)
Personal pronouns (244)
- Person (244)
- Number and gender (246)
- Uses in sentences (246)
- Subject, object, and possessive pronouns (246)
- A table of personal pronouns (declension) (248)

Correct use of personal pronouns (251)
Compound personal pronouns (253)
- Correct use (254)

Interrogative pronouns (257)
- Correct use (258)

II. Composition

Courtesy, pleasant manners, and good form (248)
- Project: *Hunting for Polite Deeds* (250)
- Project: *Making a Book of Etiquette* (250)

Poem study: Thackeray, "The Dead Napoleon" (255)
Memory selection: "The Footpath to Peace" (261)
Letter writing (261)
- A Phillips Brooks letter (261)

III. Review and Drill

Drill in correct use (252, 253, 255, 259)
Vocal drill (260)
Words sometimes mispronounced (260)
- Dictionary work (260)

Practice: capitals and punctuation marks (263)
Grammar review (263)
Test in applied grammar (265)
- Drill in Correct Use (265)

Note. The numbers in parentheses refer to pages.

CHAPTER THREE

PRONOUNS: RELATIVE AND ADJECTIVE

1. Relative Pronouns

Exercise. 1. What kind of sentence is the following?

This is a friend who helped me in my trouble.

2. Name the principal clause of this sentence; the dependent clause.

3. Read the sentence carefully and point out the subject of the dependent clause. To what noun in the principal clause does *who* refer?

We may rewrite the sentence above so that it will read as follows:

This is a friend *and he* helped me in my trouble.

We see at once that in this sentence two words — the conjunction *and* and the pronoun *he* — do the work of the one word *who*.

Such words as *who* in the first sentence, which do double duty, — namely, that of conjunctions and of pronouns, — are called relative pronouns.

A relative pronoun is a pronoun that connects a dependent clause with a principal clause.

The relative pronouns are *who*, *which*, *that*, *as*, and *what*, and the compounds formed by adding *ever* (or *soever*) to *who*, *which*, and *what*, — namely, *whoever*, *whichever*, *whatever*, *whosoever*, *whichsoever*, *whatsoever*.

A dependent clause containing a relative pronoun is sometimes called a relative clause.

Exercise. 1. Pick out the relative pronouns in the following sentences and tell about each: (1) what noun or pronoun it represents, (2) what clauses it connects, and (3) what its use is in the relative clause.

1. Longfellow, who wrote "Hiawatha," was born in Maine.
2. This poem, which was written in 1855, is one of his best.
3. It is a poem that any child can enjoy.
4. Children, who were the poet's welcome guests, visited him often.
5. His wife, whom he dearly loved, was burned to death.
6. You are welcome to such things as I have.

2. Write five sentences containing relative pronouns.

2. Variety in Expression

It is often possible to substitute a relative clause for an adjective. Observe this fact in the following sentences:

1. Even *brave* men shrank from an *unknown* danger.
2. Even men *whose bravery no one doubted* shrank from a danger *that filled them with a strange fear.*
3. Even men *to whom danger was an old experience* shrank from a danger *with which they were unacquainted.*
4. Even men *who had often proved their courage* shrank from a danger *that cowed them by its very strangeness.*

Exercise. In place of the italicized adjectives in the following sentences use relative clauses. In the manner shown above, express each sentence in three different ways, that is, with three different sets of relative clauses.

1. *Sensible* boys avoided the *dangerous* swamp.
2. Those *tactful* young ladies did not refer to the *painful* subject.
3. The *maddened* beast glared at his *cruel* pursuers.

4. The *extravagant* landlord invited his *timid* enemies to a *dazzling* banquet.

5. The *astonished* soldiers hardly knew what to do with the *odd* weapon.

6. The *golden-backed* insect disappeared among the *red* flowers.

7. A *most readable* book lay on the grass near the *empty* hammock.

8. The *sticky* mucilage flowed like a broad river of honey over the *embroidered* tablecloth.

9. *Unknown* hands had planted those *wide-branching* shade trees.

10. One *healthy* potato bug was still clinging to the *sprayed* plant.

11. On the *unswept* sidewalk lay a child's *painted* toy.

12. The *cosy* theater presented only *educational* plays.

13. His *unreadable* handwriting prevented John's obtaining a *very desirable* position.

14. The *oddly painted* automobile passed again at *breakneck* speed.

15. Over the radio came the *exciting* story from the *mysterious* regions of the Arctic.

3. *Who, Whose, Whom*

Exercise. 1. In the following sentences name the relative pronouns that are used as subjects. Name those used as objects of verbs or prepositions. Name those used as possessives.

1. The boy *who* studies will learn.
2. The girl *whose* book was lost is here.
3. The man *whom* we saw yesterday is waiting in the hall.
4. John is a young man *whom* I trust.
5. John is a young man *who* can be trusted.
6. John is a young man *whose* honesty is well known.

2. Which one of the three — *who*, *whose*, or *whom* — may we call a subject pronoun? Why? Which one may we call an object pronoun? Why? What shall we call *whose*?

We see that *who* is a subject pronoun, *whom* an object pronoun, and *whose* a possessive pronoun. The subject pronoun is

used for subjects of sentences; the object pronoun is used for objects of verbs and prepositions. Thus:

1. I *whom* you see made this machine. (NOT: I, *who* you see, made this machine. The relative pronoun *whom* is the *object* of the verb *see* in its own clause, *whom you see.*)
2. I *who* made this machine am your friend. (The relative pronoun *who* is the subject of the verb *made* in its own clause, *who made this machine.*)
3. He asked *whoever* came. (Here *whoever* is the subject of *came*; *whoever* is a subject pronoun.)
4. He asked *whomever* he saw. (Here *whomever* is the object of *saw*; *whomever* is an object pronoun.)

Whose is sometimes used as the possessive of *which*, but usually the phrase *of which* is preferable.

CORRECT USE

You would make few if any mistakes in the use of the relative pronouns *who* and *whom* if you always had two facts in mind: namely,

1. That *who* is a subject pronoun and *whom* an object pronoun.
2. That when the relative pronoun is the subject of the clause to which it belongs, the subject pronoun is used, and when the relative pronoun is an object in the clause to which it belongs, the object pronoun is used. Thus:

1. This old fellow, *whom* I knew well, had lived in the country forty years.
2. This old fellow, *who* knew me well, had lived here forty years.
3. Men *who* are lazy will not succeed. (NOT: Men *whom* are lazy will not succeed. The pronoun *who* is the subject of the verb *are.*)
4. Give the message to *whoever* is in the office. (The pronoun *whoever* is the subject of the verb *is.*)
5. Tell that to *whoever* will listen. (NOT: Tell that to *whomever* will listen. The pronoun *whoever* is the subject of the verb *will listen.*)

Exercise. What is the dependent clause of each of the following sentences? What is its subject? Is the relative pronoun in the clause *who* or *whom*? Is it *whoever* or *whomever*? Explain why you think the correct pronoun has been used.

1. The captain, who was hurt, kept on playing.
2. The captain, whom somebody had hurt, kept on playing.
3. These girls, whom the policeman warned off the ice, were good skaters.
4. These girls, who did not trust the thin ice, were good skaters.
5. I saw the rascals who were throwing snowballs at us.
6. I saw the rascals at whom we were throwing snowballs.
7. The girl who wrote this letter is twelve years old.
8. The girl, whom your sister knows, lives in the country.
9. We asked whoever happened along.
10. We asked whomever we met.
11. We greeted whomever we saw.
12. We greeted whoever looked pleasant.

Exercise. Point out the dependent clauses in the following sentences. Tell in regard to each relative pronoun (1) whether it is used as a subject, an object, or a possessive; (2) what word it represents. (This word is sometimes called the *antecedent* of the pronoun.)

1. This is the house in which Dickens wrote the "Pickwick Papers."
2. The author, who later wrote many famous novels, was then a very young man.
3. Irving, whose books I have read, is a charming writer.
4. Have you read "The Alhambra," which is a book of Spanish stories?
5. This young man, whom I had never seen before, was my cousin from South America.
6. This man, whom I did not see at that time, came to call on me later.

7. I called the boy whose father wanted to see him.
8. This is the boy in whom we believe.
9. I am ready for the hard work that is ahead.
10. Cooper, who wrote "The Spy," was an American.
11. Yokohama, which is one of the chief commercial ports, lay before us.
12. We shall enjoy these people, who are so polite.

4. Story-Telling

Oral Exercise. Bring to school an interesting story that you can tell in three or four minutes — something that you know will entertain your classmates. As you tell it, bear in mind that if you begin a number of your sentences with such words as *when*, *while*, *since*, and *although*, you will find yourself using complex sentences, which will probably improve your speaking.

Group Exercise. With the following questions in mind let the whole class criticize each story told:

1. Was the story interesting?
2. Did the speaker use too many simple sentences made into poor compound sentences by such words as *and*, *and then*, *and so*?
3. Did the speaker begin any sentence with an unnecessary *say*, *listen*, *now*, *well*, or *why*?
4. Did the speaker use *who* for *whom* or make any other mistake in the use of relative pronouns?

5. Completion Test

Exercise. In the sentences below (1) fill each blank with a relative pronoun; (2) give the reason for your choice of pronoun; and (3) name the word that it represents (the antecedent):

1. George is the best pupil —— I have ever had.
2. The pony —— belongs to Mary is a gentle animal.
3. A soldier, —— passed down the street, helped the frightened children.

4. The sailor, —— ship had left the harbor, returned to his friend's house.
5. I, —— am a good runner for my age, could not run so fast as he.
6. The barn, —— stands behind the house, burned.
7. Is it my mother —— you wish to see?
8. Is it the sugar —— you wish?
9. Is it Frank —— will go to Chicago next week?
10. The storm —— destroyed the fruit came in May.
11. The man —— courage is only in talk will not fight long.
12. All the men and horses —— crossed this field were on their way to St. Joseph.
13. The man —— dares cross this line will be in serious danger.
14. Nobody knows the boy —— did it.
15. I told John the strange question —— the boy had asked me.

Drill in Correct Use. Read the fifteen sentences aloud several times, filling the blanks as you go.

6. Explaining Things; Single Paragraphs

Oral Exercise. Explain briefly what one of the following things is:

1. umbrella
2. fountain pen
3. motor truck
4. thimble
5. safety pin
6. clock
7. bicycle
8. buttonhook
9. grindstone
10. sewing machine
11. bread mixer
12. rolling pin
13. egg beater
14. sling shot
15. oil stove
16. locomotive
17. flashlight
18. radio set
19. phonograph
20. microscope
21. telescope

Group Exercise. The two principal questions that will be kept in mind by your classmates as they listen to your explanation are:

1. Was the explanation satisfactory, or were important items omitted?
2. Was the explanation made in good English?

Project. Select another article named in the list above, and in a single paragraph write an explanation of it. Write as if you were the manufacturer or a dealer and were preparing a short one-paragraph advertisement.

The advertisements may all be pinned to the wall of the schoolroom, where possible buyers can read them.

7. *This*, *That*, *These*, *Those*, *Each*, *Some*, *Any*, *Both*, and Similar Words Called Adjective Pronouns

Exercise. 1. A pronoun, as we know, is a word used instead of a noun. Can you find any words used instead of nouns in the following sentences?

1. Each boy is asked to bring a flag to school.
2. Each is asked to march in the boys' parade.
3. Some girls will read poems on the day of celebration.
4. Some will sing songs.
5. Any and all children may take part.
6. Any and all may make suggestions for the day.
7. Both parents of the children are invited.
8. Both will observe the day.
9. This is the story the pupil read to the class.
10. This story is exciting.
11. That building is the highest in the city.
12. That is the building owned by the company.

2. Point out adjectives, that is, words used to modify nouns.

There are about twenty-five common words, like *this*, *that*, *each*, *some*, *any*, *all*, *both*, that are used either as adjectives or as pronouns. They are called **adjective pronouns.** When these are used in sentences as adjectives, we call them adjectives; when their use is that of pronouns, we call them pronouns.

An adjective pronoun is a word used either as an adjective or as a pronoun.

Exercise. 1. The following list contains most of the words that are used either as adjectives or as pronouns. Try to decide whether each one is singular or plural in meaning. Make a list of those that are always singular; of those that are always plural.

This, these, that, those, each, both, some, any, such, all, several, few, many, much, more, most, either, neither, another, one, former, latter, same.

2. Give sentences containing words from this list used as adjectives; give sentences containing the same words used as pronouns.

The words *this*, *that*, *one*, and *other* (when it is used as a pronoun) are singular; their plurals are *these*, *those*, *ones*, *others*.

Each, *either*, *neither*, *another*, *much* are always singular in meaning.

Both, *several*, *many*, *few* are always plural in meaning.

All other words in the list, while having but one form, have both a singular and a plural meaning.

CORRECT USE

The pronoun *them* must not be used as an adjective.

These or *those* may be either pronouns or adjectives, but *them* is always a pronoun.

The visitors looked at *those* flowers. (NOT: The visitors looked at *them* flowers.)

See *those* sheep in the orchard. (NOT: See *them* sheep in the orchard.)

Exercise. In which of the following sentences could you substitute *them* for *these* or *those* without using *them* incorrectly? Explain why.

1. The pupils looked at *these* flowers.
2. They picked some of *these*.

3. They picked some of *these* roses.
4. They examined *those* books.
5. They began to read some of *those*.
6. Did you ever meet *those* people?
7. Do you know any of *those*?
8. Do you like *those*?

8. Speaking from Outlines; Vocational Problems

Oral Exercise. 1. Is there a large factory near your school or home? Is there, not too far away, a large department store that you can visit? A brick yard? A printing press? A bakery? A newspaper office? A laundry? A mine? A fruit farm? A grain farm? Is a long bridge or a high building being put up in your city? Go to see the work and the workers. If there are boys or girls employed, find out what they are doing and how much they are being paid for it.

When you return home, think over what you have seen and heard, and arrange your thoughts in order. Next day give the class a three-minute talk on "Different Kinds of Work I Have Seen, and What I Think of Them." But before you speak, write your outline on the board, so that the other pupils can see whether you are following it. The class will tell what it liked and did not like in your talk.

2. Choose a subject from the following list or, better still, select one of your own; plan your outline for a short talk, and give the talk:

1. How I Help My Mother with the Housework
2. What a Boy Can Do to Help at Home
3. Should Eighth-Grade Pupils Earn Their Spending Money?
4. Do Any Eighth-Grade Studies Fail to Prepare Pupils for Making a Living?
5. My Favorite Study and How It Will Help Me after I Leave School

6. Why Are School Children More Fortunate than Those Who Leave School to Earn Money?
7. "Blind-Alley" Positions
8. The Purpose of Studies That Do Not Prepare One to Make a Living
9. What a Boy Learned in a Boys' Corn Club
10. What a Girl Learned in a Girls' Canning Club

9. The Uses of Pronouns in Sentences

Exercise. 1. Pick out the pronouns in the following sentences and tell how each is used. Make a list of these different uses.

1. He who was a plain man of the people became their leader.
2. Is there any one who has had a finer career?
3. Historians tell of no president whose sense of humor was keener.
4. All, from the North and from the South, now admire him.
5. It was he who spent his boyhood in the woods of Kentucky and Indiana.
6. Whom shall they thank if not him?
7. He gave all of them their freedom.
8. This great proclamation was made for them, who had long waited for it.
9. For whom, if not for them, did he make it?

2. Compare your list of the different uses with the following:

A pronoun may be used (1) as the subject of a verb; (2) as the predicate word after a verb like *is*; (3) as the object of a verb; (4) as the indirect object of a verb; (5) as the object of a preposition; (6) as a possessive.

Exercise. 1. Write six sentences, each illustrating one of the six uses of pronouns.

2. Point out the pronouns in each of the following sentences and tell how each is used:

1. I am the boy whose bicycle was stolen.
2. I am he whom you want.

3. I suspect him whom I have always mistrusted.
4. This is he who did the brave deed.
5. This tramp is he whom I saw on it.
6. Will you tell me whom you are going to see?
7. Tell me all that he said.
8. Whom was she talking with who could have told her?
9. We asked every one who came down the street.
10. We questioned everybody who might tell us something about his accident.

10. Drill in Correct Use

Oral Exercise. As you read the following sentences aloud, select the correct pronoun for each from the two in parentheses. When you can do this with certainty, increase the speed at which you read, but always speak distinctly.

1. (Who, Whom) do I see? You see him (who, whom) you want to see.
2. With (whom, who) are you studying? I am studying with my friend (whom, who) is interested in this subject.
3. (Who, Whom) do you expect to see (whom, who) I know?
4. Is this (him, he) in (whom, who) you have confidence?
5. This telegram is for (whomever, whoever) answers to the name on it.
6. (Who, Whom) is this letter for? It is for him to (whom, who) it is addressed.
7. Give a poster to (whomever, whoever) wants one.
8. Give a ticket to (whoever, whomever) asks for it.
9. I know the man (who, whom) you mean.
10. Each of us Americans should visit the capital of (his, their) country.
11. (Those, Them) are frisky goats. See (them, those) sheep.
12. Each of us has (their, his) faults.
13. (This, Them) is the kind of apples I like.
14. The boy (who, whom) won the prize is the boy (whom, who) we saw yesterday.

11. Vocal Drill

Exercise. 1. Stand erect, hands at sides, and take a full breath quietly, without raising the shoulders. Exhale slowly and steadily, making a soft *m-m-m* sound. Repeat several times.

2. Inhale as above. Exhale, softly sounding *oh-ah-ee* and going up one full tone and back and down one full tone and back, as long as the breath lasts.

3. The same as 2, except that two notes up and down are to be sounded.

4. Read the following sentences aloud distinctly, slowly at first, then rapidly:

1. Why do you whistle, whisper, and whine?
2. The prickly prangly pear tree bears prickly prangly pears.
3. The fitness of the fabric depended on its fineness.
4. Sixty-six thick thistle sticks stick in the sticky muck.

12. Words Sometimes Mispronounced

Oral Exercise. Pronounce the following words as the teacher pronounces them to you. Then read them aloud several times.

wrestle	threshing	guardian	problem
wrestler	window	recipe	quite
wrestling	drowned	receipt	quiet
fellow	toward	usually	father
thresh	donkey	probably	farther

Dictionary Work. To impress on your mind the correct pronunciations you have just learned, look them up in the dictionary. At the same time learn the meaning of the words you do not know well. Then use some of these words in sentences that you try to make interesting, to entertain your classmates.

13. Speaking and Writing about Subjects of Public Interest

Oral Exercise. Does a policeman sometimes pass your house? Why is he paid to do that? Who pays him? What are the duties of policemen? Talk the question over with your parents. Perhaps you or some of your classmates know a policeman who will explain his work. Perhaps he will tell some interesting stories about a policeman's life. Does a policeman need to be brave and honest and dependable? Find out all you can about the police department of your city. Then tell your classmates what you have learned. First arrange in good order what you have to say. If you live in the country, find out and tell who does the police work for the country people.

Group Exercise. After each pupil has spoken, the class will tell what it liked and what it did not like in his talk.

Oral Exercise. Choose that one of the following subjects about which you think you can tell your classmates something of interest and value. Read about your subject in books that your teacher or your parents will give you. But do not fail to put into your talk what you know from your own experience about your subject. For instance, if your subject is the fire department, tell about fires you have seen, about how the firemen worked, about what they accomplished. Before speaking, decide what to tell first, what next, what last, in order that your classmates may enjoy listening to your talk.

1. The Fire Department
2. The Board of Health
3. The Street Department
4. The School Department
5. Overseers of the Poor
6. The Park Commission
7. How Children Can Help to Make the City Better
8. What Our Town Needs Most of All.

Written Exercise. Find out all you can about one of the following questions. Then write two or three paragraphs telling the class what you have learned. Your composition will be more likely to interest the other pupils if it speaks of what you yourself have seen or done.

1. Is a policeman always a policeman? That is, when off duty can he act as a policeman and arrest a person who is breaking a law?
2. What should you do if your neighbor's house were on fire?
3. How can people who live in the country protect themselves against fire?
4. Do you know of any fireman who has shown himself to be a hero?
5. What is done with all the refuse and rubbish in your town or city?
6. Who pays for the state roads? Who cares for them?
7. How does your city or town deal with tramps?
8. What is done with the orphan children in your town or city?
9. About how much does it cost to educate each pupil in the public schools? Who pays this?
10. Name certain parts of your city where playgrounds are needed. Why do you think that they are needed in these parts?
11. Where would it be well to establish a public park in or near your town or city? Why? (Can you lay out a beautiful park to fill this need, making a drawing on the board and explaining it?)
12. Would it pay your town or city to maintain a permanent public exhibit of the products of its industries? In what ways?

Group Exercise. 1. As the papers are read aloud the class will point out what is particularly good in each one and in what respect each can be improved.

2. Then several of these papers should be copied on the board, or reread aloud slowly, for criticism of the separate sentences.

a. Are there any mistakes in the use of pronouns?

b. Are there any other mistakes in grammar?

14. Project: *Speaking at a Public Meeting*

Are the streets in your town or city as clean as they should be? Ought the fire department or the police department to be enlarged? Are there parks and playgrounds enough? Should there be a new schoolhouse, with a gymnasium and a swimming-pool for the pupils? What could be done to make your town or city a better place to live in?

Oral Exercise. 1. Think about the last question. Discuss it with your father and mother. Prepare to tell your classmates in a short talk what you believe could be done. You will be interested in what *they* have to say, and they will want to know what *your* ideas are. Explain them clearly, fully, briefly.

2. If you and your teacher think it would be a good plan to discuss this important question in public, so that older people may hear what schoolboys and schoolgirls believe about the management of public affairs, plan a public meeting with your classmates. The following are some of the questions to be considered:

1. Who shall speak at the public meeting?
2. What part of the subject shall each speaker talk about, and how much time shall he have?
3. Will next Friday afternoon be a good time for the meeting? In what room of the schoolhouse shall it be held?
4. Shall the pupils of other grades be invited, and who else besides all the pupils' parents?

Work out a clear plan in your own mind; then explain it to your classmates and defend it against objections.

Written Exercise. Send out invitations to all whom you wish to have at the meeting. These invitations may be informal — that is, simply letters, such as you ordinarily write your friends, that explain the meeting and ask each receiver to attend — or

they may be formal. If you have forgotten how to write a formal invitation, refer to the models in the Appendix.

Oral Exercise. When the day of the public meeting arrives and the visitors have taken their seats, remember the purpose of your talk as you rise to speak. You wish to tell your audience as clearly, forcibly, and satisfactorily as you can what you think could be done to make your town or city a better place to live in. Forget everything but this. Speak in such clear sentences that your hearers will be convinced that you are right. Your preceding talk on this subject will make it easier for you to speak well now. But perhaps it will be prudent for you and the other speakers to prepare yourselves still more by having several additional discussions of the subject.

Written Exercise. After the meeting is over, write a short report of it for the newspapers. Your classmates will write such reports, too, and then the class will choose the most suitable one for the newspaper.

15. Practice: Capitals and Punctuation Marks

Exercise. 1. Read in the Appendix rules 14, 25, 26, 36, 39, 40, 41, 43, and 47. Study the examples under these rules. If there is any rule that you do not understand, ask the teacher to explain it.

2. Now write an example of your own for each rule.

Test. Write a passage from dictation. Correct it as the passage is read again, this time with capital letters and punctuation marks indicated, as well as the spelling of troublesome words.

Exercise. 1. Read your corrected passage aloud, indicating capital letters and punctuation marks and giving the reason for each.

2. In the same way write, correct, and read other passages.

16. Correct Use of Pronouns

In addition to the correct uses of pronouns that you have studied on other pages of this chapter, the following need to be understood to prevent errors:

I. A pronoun must agree in person, number, and gender with the word for which it stands. Thus:

Neither one of us was in *his* best humor. (NOT: Neither one of us was in *their* best humor.)

Every person has *his* faults. (NOT: Every person has *their* faults.)

Each girl told *her* story of the incident. (NOT: Each girl told *their* story of the incident.)

Completion Test. Fill the blanks in the following sentences with suitable pronouns and give the reason for your choice:

1. Everybody should control —— temper.
2. If anybody wishes to see me, tell —— to wait.
3. Each player must keep —— own score.
4. Will one of you girls lend me —— book.
5. Each of us paid —— share of the expenses.
6. Everybody did —— duty.
7. Each of the baseball players had —— own bat.
8. Every man of them took —— medicine without flinching.
9. Anybody not wishing to contribute —— share please say so now.
10. Every pupil was asked to write down the name of —— favorite author.

Drill in Correct Use. Read the preceding ten sentences aloud repeatedly, filling each blank promptly with a suitable pronoun as you read.

II. A pronoun must be plural if it represents several words connected by *and*, unless these denote the same person or thing. Thus:

The secretary and the treasurer have resigned *their* offices. (TWO PERSONS)

The secretary and treasurer has resigned *his* office. (ONE PERSON)

Frank and Tom traveled far to visit *their* mother.

III. A pronoun must be singular if it represents one of several singular words connected by *or* or *nor* or modified by such words as *each, no, many a, every*. Thus:

The secretary or the treasurer has resigned *his* office.

Every main road and every byroad had *its* share of marching soldiers.

Many a one of them regretted having to leave *his* home.

Exercise. Select the proper pronoun for each of the following sentences and give the reason for your choice:

1. Everybody should have a house of (their, his) own.
2. Ask each of the boys to take (his, their) own seat.
3. Every boy and every girl must take home (their, his) books.
4. The president and manager went home in (his, their) own car.
5. The president and the manager went home in (their, his) own (car, cars).
6. Frank and Fred were on (their, his) way to (his, their) homes.
7. Many a boy has lost (their, his) good record by not sticking to (his, their) work.
8. No one of all those soldiers was without some sort of home of (his, their) own.
9. No man, no woman, no boy, no girl, can keep (his, their) health without obeying the laws of health.
10. Many a boy and many a girl leaves school because (they, he) (do, does) not know how important school is to (their, his) later success in life.
11. Let every girl make a plan of (her, their) own and tell it to (their, her) classmates.
12. I should like each of the boys and girls in this class to write (their, his) (names, name) under (his, their) work.

Drill in Correct Use. Promptly choosing the correct words for the preceding twelve sentences as you read them aloud, repeat this reading a number of times until you can do it rapidly. Records of time may be kept.

IV. A pronoun must be singular if the noun for which it stands is singular in meaning, and plural in form if the noun is plural in meaning. Thus:

The regiment with *its* band is here. (The regiment is regarded as a collection.)

The regiment in *their* new uniforms are here. (The individual men of the regiment are thought of in this sentence.)

The jury brought in *its* verdict. (The jury is regarded as a body.)

The jury could not harmonize *their* views. (The individuals who form the jury are thought of.)

V. When a pronoun is needed to represent several nouns of different gender, a pronoun of the masculine gender should be used. If special exactness of statement is desired, pronouns of different genders should be used. Thus:

Every boy and every girl must make up *his* own mind.

Every man or woman may cast *his* vote on this question now.

Every man or woman may cast *his* or *her* vote now.

17. Review: Sentences and Pronouns

Exercise. What kind of sentence is each of the following? Point out the clauses in each. Point out the subject and the verb of each clause and their modifiers. Then point out all the pronouns, tell what kind each is, and explain its use in its sentence.

1. He who cannot control himself cannot control others.
2. They who do right need fear nothing here or hereafter.
3. This is he whom we visited in California.

4. Everybody who knows him knows a man that is interesting.

5. I remember the story that he told us on Thanksgiving Day.

6. What did your brother say about the remark which the soldier made?

7. Whom shall we tell about the hut which we saw in the woods?

8. The careless boy, who cut his finger yesterday, hurt himself again to-day.

9. You, she, and I went to the place near the river that the teacher had described.

10. The king who started this war must win.

11. Those who oppose him will overturn his throne.

12. Who was the man whom he introduced to each of us?

13. We are going to travel in Asia, which is the largest continent in the world.

14. It stretches from the desolate arctic shores almost to the equator.

15. Asia contains not only the highest mountains, the greatest deserts, and the most thickly peopled areas that are found anywhere in the world, but it has also some of the longest rivers.

16. Some of them wind slowly through fertile fields.

17. They are filled with boats that carry food and clothing products to crowded cities.

18. Others rush down steep slopes, overflow fields and towns, flood crops, and drown people.

19. In the future this tremendous power, which now destroys life and property, will be harnessed and will move machinery in great factories, turn mill wheels, and light crowded cities.

18. Test in Applied Grammar

Exercise. Can you find the twelve common errors in the following sentences. Most of them the present chapter has aimed to teach you to avoid. How long will it take you to find and correct them all?

1. Give this package to whomever is in the office.

2. Who are you talking to?

3. Who was it that wanted to buy a coal shovel yesterday?
4. These flowers are dahlias, but them little ones are cornflowers.
5. Every person has their good points and their weak spots.
6. Everybody should take care of theirselves and control their own temper.
7. Who's are them pretty gloves on the chair?
8. Who do you want?
9. Each caller took their place in the reception room.
10. Send the goods to whomever writes for them.

Drill in Correct Use. 1. When you are sure of every error above read the sentences aloud several times, making corrections as you go. Read slowly at first, then faster and faster. How fast can you go, still reading distinctly and making all corrections?

2. Selecting the correct words for the following sentences, read the sentences repeatedly and with increasing smoothness and speed:

1. The farmer, (who, whom) I knew well, (seen, saw) me first.
2. The farmer, (whom, who) knew me, (done, did) the kind deed.
3. I know (who, whom) you mean. I know (those, them) folks.
4. Write to (whomever, whoever) you owe a letter.
5. Either of (them, those) boys (are, is) strong enough.
6. (Them, Those) are the boys (who, whom) you (seen, saw).
7. There (is, are) some people (whom, who) you can trust.
8. Is this the boy (whom, who) you think (done, did) it?
9. Is this the boy (whom, who) you (saw, seen)?
10. (This, These) kind of boys (doesn't, don't) do (them, those, that) kind of things.
11. (Those, That) kind of boys (don't, doesn't) do (this, these) sort of things.
12. Neither of them had (his, their) lesson (did, done).
13. This is (him, he) (who, whom) we (seen, saw) in Iowa.
14. That is (she, her) (whom, who) (saw, seen) us in Missouri.
15. (Them, Those) (are, is) (they, them) (who, whom) we (seen, saw) in South Dakota.

19. What You Have Studied in This Chapter (Three)

The following summary gives you a bird's-eye view of the chapter. Notice that the subjects are grouped under three headings: (I) Grammar; (II) Composition; (III) Review and Drill.

I. Grammar

Relative pronouns (267)
Who, whose, whom (269)
Correct use (269)
Adjective pronouns (274)
Correct use (275)
The uses of pronouns in sentences (including personal and interrogative pronouns) (277)
Correct use of pronouns (284)
Completion test (284)

II. Composition

Variety in expression (268)
Story-telling (272)
Explaining things; single paragraphs (273)
Project: *One-Paragraph Advertisements* (274)
Speaking from outlines; vocational problems (276)
Speaking and writing about subjects of public interest (280)
Project: *Speaking at a Public Meeting* (282)

III. Review and Drill

Drill in correct use (273, 278, 284, 286, 288)
Vocal drill (279)
Words sometimes mispronounced (279)
Dictionary work (279)
Practice: capitals and punctuation marks (283)
Review: sentences and pronouns (286)
Completion test (272)
Test: writing from dictation (283)
Test in applied grammar (287)
Drill in correct use (288)

Note. The numbers in parentheses refer to pages.

CHAPTER FOUR

VERBS: KINDS, PERSON AND NUMBER

1. Introduction

A verb is a word used to assert something — usually an action — about a person, place, or thing. (29)

Test. 1. Use each of the following verb forms in a sentence. Some are correctly used with *have* or *has*, and some are not.

see	sing	saw	gone	rung	lay
seen	sang	came	goes	ring	laid
do	sung	come	does	drunk	gave
done	did	went	rang	drank	given

2. Did you make mistakes in the use of the foregoing verb forms? The study of verbs will teach you to use these and other verb forms correctly.

3. Choose the correct verb form for each of the following sentences. Why, in each instance, do you think that you have chosen correctly?

1. He (doesn't, don't) know the population of London.
2. Five 5's (is, are) twenty-five.
3. Every dog and cat in the village (was, were) killed.
4. The general, with some of his officers, (was, were) on the wall.
5. "The Three Musketeers" (was, were) written by Dumas.
6. I never (saw, seen) a more beautiful horse.
7. Some day we (shall, will) no longer be young.
8. (May, Can) I (teach, learn) you how I did the trick?
9. I have not yet (saw, seen) what they (did, done).
10. Has he (come, came)? Where has he (gone, went)?

4. Were you able to choose the correct verb for each sentence on the preceding page? Were you able in each instance to give a good reason for your choice? This exercise and the preceding ones show us that if we wish to speak and write good English and be sure that we are doing so, we need to learn more about the most important words in English grammar, the verbs.

2. The Kinds of Verbs

Exercise. Which verbs in the sentences below are followed by objects? If you omit the objects, do the sentences still make sense?

1. The stranger found a purse.
2. The purse contained money.
3. The horse galloped.
4. The heavy mist of the morning had disappeared.
5. Columbus discovered America.
6. The angry dog bit the angry man.
7. The children laughed heartily over the story.
8. The soldiers struggled bravely up the hill.
9. Farmer Reed's sons raised the best corn in the country.
10. The motor truck carried the heavy load easily.

Some verbs are followed by objects. We have seen that without the object the sentence did not make sense. The object is needed to name the person or thing that receives the action which the verb expresses. Verbs of this kind are called **transitive verbs.**

A transitive verb is one that expresses action which is received by some person or thing.

Exercise. Point out the transitive verb and its object in each of the sentences at the top of the following page. Read each sentence without the object. Does it still make sense?

1. Magellan made landings at various places on the coast of South America.
2. At one place he bought six hens for a playing card.
3. The trade delighted the natives.
4. A knife or a bell would purchase any amount of provisions.
5. Magellan discovered plans for mutiny among his followers.
6. He surprised the ringleaders.
7. He took severe measures.
8. Nevertheless, he lost one of his ships later on.
9. The men dreaded the long voyage.
10. At last they reached the Spice Islands.

All verbs that are not transitive are called **intransitive verbs.**

Exercise. Which of the verbs in the following sentences are transitive? How do you tell? Which are intransitive?

1. I saw him.
2. He walked to his office.
3. The children laughed.
4. I lost my pencil.
5. The wind blew.
6. The dry leaves rustled.
7. The day passed quickly.
8. George solved the hard problem in to-day's lesson.
9. The teacher praised George.
10. George is happy.

Sometimes the same verb is transitive in one sense and intransitive in another. Thus:

1. The mother *called* the child. (TRANSITIVE)
2. The mother *called* and *called*, but nobody answered. (INTRANSITIVE)
3. He *returned* the book promptly. (TRANSITIVE)
4. He *returned* after dark from his long walk. (INTRANSITIVE)
5. The hunter *shot* twice but hit nothing.
6. The hunter *shot* the tiger.

Some intransitive verbs are followed by a noun, a pronoun, or an adjective that defines or describes the subject of the sentence. Thus:

1. George is happy.
2. That is George.
3. The teacher looked kind.
4. It is I.

In such sentences as the preceding, the verb is little more than a link between the subject and the predicate word. Therefore, intransitive verbs of this sort have been well named **linking verbs**. We can always tell a linking verb by the fact that it is followed by a predicate word; that is, by a noun, a pronoun, or an adjective in the predicate that defines or describes the subject of the sentence.

The most common linking verb is the verb *is*, in its various forms (*was*, *were*, *am*, *are*, etc.).

Other verbs that are frequently used as linking verbs are *appear*, *become*, *continue*, *remain*, *feel*, *seem*, *smell*, *sound*, *taste*. It is a good plan to memorize this list.

Usually a verb may properly be called a linking verb if some form of the verb *is* can be substituted for it without greatly changing the meaning of the sentence.

Exercise. 1. Some of the following sentences contain linking verbs. Point out each linking verb, and tell whether the predicate word following it is a noun, a pronoun, or an adjective.

1. The puppy grew. He grew rapidly.
2. He was pretty. He seemed healthy.
3. They laughed. They laughed very heartily. They laughed over the incident.
4. John was my best friend. He remained my best friend.
5. They rowed to the nearest point on the wooded shore.
6. The old settler appeared happy.

7. Finally they returned through the woods to the shore.

8. They sailed. They sailed away. They sailed away down the bay to the fishing banks.

9. The water was smooth, and the wind proved steady and strong.

10. The day continued fine, and everybody remained happy.

2. Pick out the linking verbs in the following sentences. Name the predicate word following each. Pick out the transitive verbs. Name the object of each transitive verb.

1. Grant was a simple, direct man and had been a superb soldier.

2. The war produced some great men.

3. Gradually the South became prosperous.

4. The president laughed heartily over the joke.

5. He worked all the morning in his office.

6. The children played in the sunshine.

7. The Filipinos retreated to their swamps and jungles.

8. They were brave fighters.

9. For a long time they successfully resisted our army.

10. In due time they understood us better, and we understood them better.

11. Now we are friends.

12. Peace reigns over those picturesque islands.

13. A strange animal crept out of the bushes.

14. It appeared dangerous.

15. The boy shot it with his rifle.

16. We examined the beautiful skin.

18. Was that an explosion?

17. Bring the field glass with you.

19. Do you see it?

20. The smoke first appeared over the roof of the little back kitchen.

3. Make sentences using the following verbs. After you have made each sentence, tell whether the verb in it is a transitive

verb and give the reason for your opinion. If it is not a transitive verb, tell whether it is a linking verb and give your reason.

shoot	is	run	taste	enjoy	sing
live	seem	attack	travel	worry	fear
dwell	study	buy	make	deny	fall

CORRECT USE

Several common errors can be avoided more easily if we remember that a transitive verb is followed by an object, and that a linking verb is followed by a word which defines or describes the subject of the sentence.

I. A pronoun that is the object of a transitive verb must be an object pronoun. Thus:

Mr. Brown met *him* and *me* on the corner. (NOT: Mr. Brown met *he* and *I* on the corner.)

This is the girl *whom* you saw last week. (NOT: This is the girl *who* you saw last week.)

Whom are you watching? (NOT: *Who* are you watching?)

II. Since a pronoun that is the predicate word after a linking verb defines or describes the subject of the sentence, it must be a subject pronoun. Thus:

It is *I*. (NOT: It is *me*.)

Those two boys were *he* and *I*. (NOT: Those two boys were *him* and *me*.)

Those are *they*, and that's *he*. (NOT: Those are *them*, and that's *him*.)

III. Since the predicate word after a linking verb defines or describes the subject of the sentence, it cannot be an adverb. Thus:

This flower smells *sweet*. (NOT: This flower smells *sweetly*.)

The boy felt *uncomfortable*. (NOT: The boy felt *uncomfortably*.)

The music sounds *beautiful*. (NOT: The music sounds *beautifully*.)

Exercise. Choose the correct word for each of the sentences that follow. In each instance explain your choice.

1. (Who, Whom) do you see?
2. Is it (he, him) or (she, her)?
3. She looks (neat, neatly).
4. It was (I, me) (who, whom) called the firemen.
5. It was (me, I) (who, whom) he saw.
6. The new machine works (beautiful, beautifully).
7. The flowers look (beautiful, beautifully).
8. I saw (they, them) at my father's shop.
9. Who are (they, them)?
10. My sister is (happy, happily) to-day, but yesterday she felt (sick, badly) and looked (unhappily, unhappy).
11. The dog followed (him, he) and (I, me) to school.
12. To (who, whom) did you speak after you left her and (me, I)?
13. She appears (happy, happily), but he feels (badly, sick).
14. How (sweetly, sweet) the song sounded!
15. (Whoever, Whomever) you see, do not say anything about her and (I, me).

Drill in Correct Use. Choosing each correct word without hesitating, read the preceding fifteen sentences aloud several times as rapidly as you can without speaking indistinctly and without making mistakes.

Group Exercises. 1. Do you ever use transitive verbs in your speaking and writing? Do you ever use linking verbs? Let several compositions be copied on the board or read aloud slowly, in order that the entire class may study each sentence in them. Are there any transitive verbs? What is the object of each? Are there any linking verbs? What is the predicate word following each?

2. Are there any mistakes in the use of pronouns as objects of transitive verbs? Are there any mistakes in the predicate words after linking verbs?

3. Selecting Suitable Verbs

Notice how the following sentences differ in meaning because of the different verbs in them:

1. The old gentleman *walked* down the street.
2. The old gentleman *strutted* down the street.
3. The old gentleman *sneaked* down the street.
4. The old gentleman *raced* down the street.
5. The old gentleman *shuffled* down the street.

You see that it is necessary to select one's verbs with care in order to express one's meaning exactly.

Oral Exercise. 1. Explain how the five sentences above differ in meaning.

2. What is the difference in meaning between the verbs of each pair below?

1	7	13	19
remark	locate	howl	suffer
reply	discover	shriek	endure
2	**8**	**14**	**20**
row	answer	mend	spy
paddle	retort	repair	examine
3	**9**	**15**	**21**
deny	ride	declare	disturb
disprove	drive	respond	tease
4	**10**	**16**	**22**
pause	return	plan	say
stop	retreat	scheme	ask
5	**11**	**17**	**23**
fight	perform	shoot	act
struggle	complete	kill	do
6	**12**	**18**	**24**
perish	prepare	peep	sink
disappear	practice	look	drown

4. Person and Number of Verbs

As you know, nouns and pronouns have two numbers, the singular and the plural; that is, they mean either one person or thing or more than one. Besides, you have learned that you can classify some pronouns according to the person they represent, whether the person speaking, or the person spoken to, or the person spoken of. We can arrange these pronouns according to the following table, which shows at a glance the person and number of each:

	Singular Number	Plural Number
First Person	I	we
Second Person	you	you
Third Person	he, she, it	they

Since nouns almost always name the person spoken of, they are said to be of the third person, singular or plural.

Do verbs also have person and number? Let us see. Let us use each of the pronouns in the preceding table as the subject of the same verb, the verb *is* in its various forms, and let us see whether the verb is changed as the subject is changed.

	Singular Number	Plural Number
First Person	I *am*	We *are*
Second Person	You *are*	You *are*
Third Person	He (*or* she *or* it) *is*	They *are*

We see that the verb *is* has one form (*am*) to go with the first person, singular subject, another form (*are*) to go with the second person, singular subject, and a third form (*is*) to go with the third person, singular subject. In the plural the same form (*are*) is used to go with subjects of all three persons.

Since verbs in some instances change their form as their subjects change in person and number, a verb is said to agree with its subject in person and number. Thus:

1. This book *tells* about Spain. (The verb *tells* is third person, singular number, to agree with its subject, *book*, which is third person, singular number.)

2. These books *tell* about Mexico. (The verb *tell* is third person, plural number, to agree with its subject, *books*, which is third person, plural number.)

3. I *shall go* to Paris. (The verb *shall go* is first person, singular number, to agree with its subject, *I*.)

4. You, Mary, *will go* sometime. (The verb *will go* is second person, singular number, to agree with its subject, *you*.)

5. I *have been* in New York, but he *has been* in London. (The verb *have been* is first person, singular number, to agree with its subject, *I*; and the verb *has been* is third person, singular number, to agree with *he*.)

Verbs make comparatively few changes in form as their subjects change in person and number, but those few are important.

Exercise. 1. What changes are made in the form of the verbs *walk* and *see* as their subjects change in person and number?

	Singular Number	Plural Number
First Person	I *walk*	We *walk*
Second Person	You *walk*	You *walk*
Third Person	He *walks*	They *walk*
First Person	I *see*	We *see*
Second Person	You *see*	You *see*
Third Person	He *sees*	They *see*

2. What changes in the form of the verbs *walked* and *saw* are made as their subjects change in person and number?

Singular	Plural	Singular	Plural
1. I *walked*	1. We *walked*	1. I *saw*	1. We *saw*
2. You *walked*	2. You *walked*	2. You *saw*	2. You *saw*
3. He *walked*	3. They *walked*	3. He *saw*	3. They *saw*

CORRECT USE

Let us see, now, what practical rules, which will help us avoid errors when we speak or write, express this fact that we have just learned.

I. A verb agrees with its subject in person and number. Thus:

This kind of vegetables *grows* rapidly. (The subject, *kind*, is singular; the verb, *grows*, is singular.)

The fragrance of many roses *fills* the air. (The subject, *fragrance*, is singular; the verb, *fills*, is singular.)

I *don't understand* this problem. (The subject, *I*, is first person, singular; the verb, *do understand*, is first person singular.)

He *doesn't understand* the rule. (The subject, *he*, is third person, singular; the verb, *does understand*, is third person singular.)

You *are* my friend. (The subject, *you*, is second person singular; the verb, *are*, is second person singular.)

You *were* my neighbor. (NOT: You *was* my neighbor. The subject, *you*, is second person singular; the verb, *were*, is second person singular. The verb *was* is incorrect, because *was* is NOT second person singular.)

Exercise. Choose the correct form of the verb for each sentence that follows, and give the reason for your choice:

1. Neither of them (likes, like) musical plays.
2. That kind of paper (don't, doesn't) seem good enough for letters.
3. Where (were, was) you last evening?
4. One of the girls (study, studies) drawing.
5. Neither of the two (go, goes) to college.
6. Which of the workmen (seem, seems) pleased with the plan?
7. Five 5's (are, is) twenty-five; five 6's (is, are) thirty; two dozen (are, is) twenty-four.
8. Some of the children (is, are) on their way to school.
9. (Don't, Doesn't) he know any better?
10. What (have, has) happened to the lad?

Drill in Correct Use. Read the sentences at the foot of the preceding page a number of times, choosing correct verb forms as you read, until you can do it rapidly.

II. Singular subjects joined by *and* usually take a plural verb. Thus:

Washington and Braddock *were marching* through the woods.
John and James *are going* swimming.
The house, the barn, and the shed *are burning*.

III. Singular subjects joined by *and*, but referring to a single person only or expressing a single idea, are followed by a singular verb. Thus:

The president and manager of the company *is* in his office. (One person.)
The purpose and intent of the law *is* clear. (The two subjects express a single idea.)
Oatmeal and cream *is* my usual breakfast. (Two singular subjects are taken together as one thing; hence the singular verb.)

IV. Singular subjects joined by *and* but preceded by *each*, *every*, *many a*, or *no* take a singular verb. Thus:

Each boy and girl *reads* his own composition.
Every man, woman, boy, and girl *attends* this service.
No white man and no colored man *believes* this.
Many a hunter and fisherman *visits* this valley every year.

Exercise. Choose the correct verb form for each of the following sentences, and justify your selection:

1. The man, his wife, and his little girl (is, are) running to see the fire.
2. (Is, Are) your father and mother at home?
3. The secretary and the treasurer (was, were) in conversation with each other.

4. Every dog and cat (was, were) ordered to be killed.
5. A great hue and cry (were, was) raised.
6. Crackers and milk (was, were) his entire supper.
7. Every boy and girl in that school (dress, dresses) neatly.
8. Many a boy and girl (has, have) regretted doing poor work in school.
9. Each of us and each of them (are, is) going to try for the prize.
10. (Is, Are) your brother and sister in school now?
11. No horse, no cow, and no sheep (were, was) allowed to leave that country.
12. The founder and supporter of the movement (are, is) coming on a tour of inspection.

Drill in Correct Use. Read the preceding sentences aloud repeatedly and distinctly, choosing the correct verbs, until you can do it rapidly.

V. Singular subjects joined by *or* or *nor* take the verb in the singular. Thus:

Harriet or Sarah *is going.*
Neither the father nor the mother *is* in good health.
Neither ammunition nor food *is* left.

VI. A singular subject followed by words that are joined to it by *with, together with, as well as, in addition to,* takes a singular verb. Thus:

The captain, with some of his officers, *is* on the bridge.
Tom, as well as half a dozen other boys, *is skating.*
The entire train, with all its passengers, *was destroyed.*

VII. A singular subject takes a singular verb, even if one or more plural words come between the subject and its verb. Thus:

No one except the members *is admitted.*
Every one of us *is* anxious to succeed.
The story of his many adventures *makes* good reading.
The famous library with its thousands of books was destroyed.

VIII. In a sentence beginning with the introductory word *there* the verb is singular if the subject is singular, and plural if the subject is plural. Thus:

There *are* many kinds of people in the world. (NOT: There *is* many kinds of people in the world.)

There *is* a great quantity of cotton on board that ship.

There *are* all sorts of tools in that hardware store.

Exercise. In the sentences that follow choose the verb that seems to you correct, and give the reason for your choice:

1. The lighted tree, as well as the excited children, (was, were) pleasant to see.
2. The mother hen with her ten chicks (are, is) in the garden.
3. Tom or Ted (are, is) playing in the big game this afternoon.
4. Every little movement and every little smile of the baby (was, were) interesting to its father.
5. No thoughtful man and no ambitious boy (do, does) what will injure his health.
6. Cotton, as well as blotting paper, (absorb, absorbs) ink.
7. The porch with its lighted Japanese lanterns (were, was) a pretty sight.
8. Neither of the two children (was, were) injured.
9. The locomotive with its long train of cars (is, are) in the river.

Drill in Correct Use. Read the preceding sentences aloud repeatedly and distinctly, choosing the correct verbs.

IX. The meaning rather than the form of the subject controls the number of the verb. Thus:

"The Three Musketeers" *was written* by Dumas.

Twelve dollars *is* too much for that gun.

The committee *is* ready to report. (The committee consist of several persons, but it is here thought of as one group.)

The committee *are* in the room, laughing and chatting. (The individuals that make the group are thought of in this sentence.)

My family *is* with me.
My family *are* all well.
The news from abroad *was* most discouraging.
Mathematics *is* my principal study this year.
Politics *is* his chief interest.
There *is* plenty for all. (*Plenty* considered as quantity, as of bread or soup.)

There *are* plenty for all. (*Plenty* considered as number, as of apples.)

X. When a relative pronoun is the subject of a verb, its verb takes the person and number of the word for which the pronoun stands. Thus:

I who *am going* shall meet you there.
You who *are going* ought to stay at home.
He who *is going* may not return.
They who *are going* know the way.

Exercise. Choose the verb that you think most suitable for each of the following sentences, and give your reason for choosing it. In some instances both forms are correct.

1. The public (is, are) cordially invited.
2. A part of the apples that remained (were, was) spoiled.
3. Who of you (sees, see) the point of this paragraph?
4. Neither she nor he (were, was) present.
5. Neither of her two brothers (was, were) present.
6. Neither of her brothers (is, are) likely to hear of this.
7. The pupils as well as the teacher (suffer, suffers) from the negligence of the janitor.
8. Are you going with him who (am, are, is) going back home, or with me who (am, are, is) going right on to the schoolhouse?
9. One hundred dollars (is, are) too much for that little pony.
10. A jury of twelve pupils (were, was) carefully selected.
11. The scissors (lie, lies) on the table.
12. The ashes (is, are) in the ash box.

Exercise. Choose the correct verb form for each of the following sentences, and give a good reason for your choice:

1. Neither the clock nor my watch (were, was) going.
2. Every hour and every minute (are, is) important in this all-day race.
3. Every hour and every half hour (count, counts).
4. I who (am, are, is) here know more about it than he who (am, are, is) away.
5. It is one of the finest pictures that (was, were) painted in this country in that period.
6. His trousers (is, are) torn.
7. Her scissors (lie, lies) on the floor.
8. The whole class (was, were) studying the arithmetic lesson.
9. Gentlemen, the nation (is, are) thinking about your votes on this question.
10. He, as well as his cousins, (are, is) going.
11. The captain of the team, with some of the better players, (is, are) on the way to the game.
12. They, as well as my brother, (was, were) anxious to win.
13. Neither of us (is, are) going to the gymnasium.
14. Each of you (are, is) expected to do this.
15. Neither food nor shelter (were, was) theirs.
16. Many a soldier and many a civilian (is, are) lying awake these exciting nights.
17. Many a bee and many a butterfly (visit, visits) that flower.
18. Each trunk and box in the attic (were, was) eagerly searched by the children.
19. The airplane and the gull (is, are) side by side in the air.
20. (Don't, Doesn't) it seem high up!
21. The aviator (don't, doesn't) seem to be afraid, does he?
22. Each of the boys (do, does) his very best.

Drill in Correct Use. Read these twenty-two sentences, as well as the twelve that precede them, aloud repeatedly, selecting the correct verb form for each. Can you do this rapidly?

What is the time of your first reading? How much was that time lessened by practice?

Group Exercise. 1. It will now be well to examine your own writing in the light of what you have learned about the agreement of a verb with its subject in person and number. Several pupils' compositions should be slowly read aloud, so that the class may tell whether the verbs are correctly used.

2. If anywhere in these compositions a pronoun is used as the object of a transitive verb, the class will decide whether the correct pronoun form has been employed. Are there any mistakes in the predicate words following linking verbs?

5. Speaking and Writing from Outlines

Oral Exercises. 1. Let us suppose that you are soon to start on a trip from where you live to Calcutta, India. On a map of the world or on a globe, trace this trip. To what city should you have to go first? What railroad or boat line would take you there? Is there anything of special interest to be seen on the way? What would be your next stop? The next after that? When you have planned the entire trip, tell your classmates about it as if you had just returned from Calcutta. You may have to do some reading in a book on geography before you give your talk. Do not try to tell everything. If you do, your talk will be like a long, dry list of facts. Spend most of your time on one or two interesting points.

2. Plan one of the following trips. Consult your teacher, your parents, books, and maps. Then make an outline and tell the story of the journey.

1. A Trip from Where I Live to Chile
2. A Trip to Panama
3. A Trip to the Suez Canal
4. A Trip to London

5. A Trip to Japan
6. A Trip to Alaska
7. Around the World

3. Did you ever see cotton growing? Did you ever see a copper mine? Did you ever see a lumber camp? What have you seen that your classmates would like to hear you talk about? Did you ever visit a coal mine, or a gold or silver or iron mine? A large wheat, corn, fruit, potato, tobacco, or peppermint farm? Perhaps the following list of subjects, in addition to the preceding questions, will suggest to you a subject about which you would like to give your classmates interesting information. If you cannot speak from your own experience, talk with your parents and consult books until you have something to say that others will surely be glad to learn. Make an outline before you speak.

1. The Story of Steel
2. The Story of Cotton
3. The Story of Cotton Cloth
4. The Story of a Pair of Shoes
5. The Story of a Box of Chocolate Creams
6. The Story of a Diamond
7. The Story of a Railroad Tie
8. The Story of Coffee
9. The Story of Tea
10. Rice Farming in Japan and in Louisiana
11. Where My Breakfast Came from
12. The Story of Gunpowder
13. The Story of Glass
14. Tunnels I Have Seen or Read about
15. Bridges I Have Seen or Read about
16. My Favorite Book
17. The Lincoln Highway
18. The Old Roman Roads

Group Exercise. The class will criticize each talk, telling what it likes as well as pointing out possible improvements. The following questions should be kept in mind as the class listens to each speaker:

1. Was it an interesting talk? Why?
2. Did the speaker seem to have a clear outline in mind?
3. Did the speaker use any verbs incorrectly?
4. Were any other mistakes in grammar made?

6. Avoiding Common Errors in the Meaning of Verbs

A number of verbs are frequently used incorrectly, chiefly because their meanings are not kept clearly in mind.

A. Learn and Teach

Learn means "acquire knowledge," and *teach* means "impart knowledge." Thus:

I *learned* many tricks, and I *taught* my brother these.
Will you *teach* me how to do that?

Completion Test. Fill the blanks in the following sentences with the proper forms of *learn* or *teach*, and explain your choice of verb:

1. Perhaps I shall —— some tricks at the circus.
2. Then I'll —— them to my friends.
3. Please —— me how to run this automobile.
4. If you will —— this to-day, I will —— you something new to-morrow.
5. My father is —— me how to ride a horse.

B. Lay and Lie

Lay (*laid, laid*) means "place," "put," "put down in a place." *Lay* is a transitive verb. Observe that it is followed by an object. Thus:

Lay it on the table.
He *laid* it on the shelf.
They *have laid* the invalid on some straw in the wagon.

Lie (*lay*, *lain*) means "remain," "recline," "rest," "be in a place." *Lie* is an intransitive verb. It is never followed by an object. Thus:

It *lies* on the table.
It *lay* there all the week.
There the old stump *has lain* for years.

Completion Test. Fill the blanks in the sentences below with the proper forms of *lay* or *lie*, and give the reason for your selection:

1. Please —— that book on my desk.
2. Have you —— it there yet?
3. George —— it on the chair yesterday.
4. The dog —— the ball at my feet.
5. She —— in the hammock and reads.
6. She —— there all day yesterday.
7. It is a long time since I —— in a hammock.
8. —— my shawl in the hammock so that I may —— on it.
9. There is the tree we felled last fall; it has —— there all winter.
10. —— down, Tige, you good dog!
11. Do you like to —— in bed mornings?
12. —— your head on the pillow and go to sleep.
13. There he —— now, and there he will —— to-morrow.
14. The cat is —— under the chair.
15. What is that —— there? Is it a hen or a cat?

Drill in Correct Use. When you have become so sure of *lay* and *lie* that you can insert the correct word in each blank above without hesitation, read the fifteen sentences aloud repeatedly, distinctly, and rapidly, filling the blanks as you read.

C. *Set* and *Sit*

Set (*set, set*) means "place," "put." *Set* is a transitive verb. Observe that it is followed by an object. Thus:

I *set* the basket on the bench.
I *set* the hen on the eggs yesterday; there she sits.
I *had set* her there last night, but she would not stay.

Sit (*sat, sat*) means "have a seat." *Sit* is an intransitive verb and is not followed by an object. Thus:

There she *sits* in the rocking-chair.
There her mother *sat* in years gone by.
I *had sat* on the beach all that morning.

Completion Test. Fill the blanks below with the proper forms of *set* or *sit*, and explain each insertion:

1. Every day I gather the eggs and —— the basket of them in the cellar.
2. —— down and tell me all about it.
3. There he —— smoking his old pipe.
4. Have you —— the kettle on the stove?
5. Then —— down and take a rest.
6. The hen is —— on the eggs; I set her there.
7. One day he —— in the old armchair.
8. —— your pail on the kitchen table and —— down and talk awhile.
9. John, you —— here, and Mary, you —— over there.
10. Lie down or —— down, but get a rest.

Drill in Correct Use. Read the ten sentences aloud repeatedly, filling the blanks as you go.

D. Miscellaneous Correct Forms

1. The officers *hanged* the pirate. (Not: The officers *hung* the pirate.)
2. They *hung* the deer on a tree to skin it.

3. I *think* I shall read awhile. (NOT: I *guess* I shall read awhile.)

4. *Guess* what I saw down town. That's not it; *guess* again.

5. I was *brought up* here. (NOT: I was *raised* here.)

6. He *raised* a fine horse on his farm.

7. The bread *rises*. (NOT: The bread *raises*.)

8. I *suppose* you were puzzled. (NOT: I *expect* you were puzzled.)

9. He *ought to have gone*. (NOT: He *had ought to go* or He *had ought to have gone*.)

10. He *ought not to go*. (NOT: He *hadn't ought to go*.)

11. He *ought not to have gone*. (NOT: He *hadn't ought to have gone*.)

12. He should *have* told. (NOT: He should *of* told.)

7. Vocal Drill

Exercise. 1. Stand erect but at ease, hands at sides. Take a deep breath. Exhale slowly, sounding *oo* softly about the middle of the vocal range. Do the same with *oh*, *ah*, and *ee*.

2. Do the same, but go up one full tone and back.

3. Do the same, but go down one full tone and back.

4. Combine 2 and 3.

5. Combine 2 and 3, but go up and down two full tones and back.

6. Read a paragraph in a whisper, speaking so distinctly that the class will understand you.

8. Words Sometimes Mispronounced

Oral Exercise. As the teacher pronounces the following words to you, listen carefully and pronounce them in the same way. Read the entire list aloud several times.

mucilage	premier	magazine	connoisseur
architect	courtier	telephone	amateur
archangel	consul	telegram	chauffeur
hammock	tortoise	journal	masseur
conduit	status	diary	masseuse

Dictionary Work. In order to clinch the pronunciations you have just learned, look the words up in the dictionary. Note the pronunciations there. Note the meaning of each word. Then use them in sentences — interesting sentences, that your classmates will enjoy hearing.

9. Explanation

Sydney Smith was one of the wittiest men of his day. He was always joking, and his letters are full of fun. The following one to his friend Charles Fox explains the comical difficulty a little girl had in opening a large gate. He calls her affectionately "little Aunty." The gate in question led to a donkey pasture and had been provided with two latches, in order that the donkeys might not get out. Sydney Smith, always seeing the funny side of things, could not help laughing at the little girl's fruitless efforts to open it. But finally he hurried to her and helped her.

A LETTER FROM SYDNEY SMITH TO CHARLES FOX

London, England
October, 1836

My dear Charles:

If you have ever paid any attention to the habits of animals, you will know that donkeys are remarkably cunning in opening gates. The way to stop them is to have two latches instead of one. A human being has two hands and lifts up both latches at once; a donkey has only one nose, and latch A drops as he quits it to lift up latch B.

Bobus [Sydney Smith's brother] and I had the grand luck to see little Aunty engaged intensely with this problem. She was taking a walk and was arrested by a gate with this perplexing difficulty; the donkeys were looking on to await the outcome. Aunty lifted up the first latch with the most perfect success, but found herself opposed by a second; flushed with victory she quitted the first latch and rushed to the second; her success was the same, but in the meantime the first dropped. She tried this two or three times and, to her

utter astonishment, with no different result. The donkeys brayed, and Aunty was walking away in great sadness, till Bobus and I recalled her with loud laughter, showed her she had two hands, and roused her to prove her superiority over the donkeys.

I mention this to you to request that you will make no reference to this animal, as she is remarkably touchy on the subject.

Always yours, my dear Charles,
Very sincerely,
Sydney Smith

Oral Exercise. 1. Do you understand why two latches were put on the gate to the donkey pasture? Explain it to the class. Explain it to your father. Could he understand the situation without having to read Sydney Smith's letter? Explain little Aunty's trouble so that the class may see that you really understand it.

2. Do you believe that the donkeys understood why the little girl was unsuccessful in her attempts at opening the gate? Have you ever seen an animal do anything that seemed to show it was able to think? There are many interesting tales of what appears to be remarkable intelligence in some animals, but is not the question of whether they can really plan and reason like human beings still an unsettled one? Tell the class what you think about it. Find and tell an incident that seems to show animal intelligence. Explain the animal's action from your own point of view, either as proving or as not proving reasoning power.

Written Exercise. Write an explanation of the two-latched gate such as you can imagine one of the donkeys as writing. Perhaps the donkey will also explain his view of the question whether animals can think.

Group Exercise. Some of these explanations may now be copied on the board or read aloud slowly. Let the entire class study each sentence in them with the following questions in mind:

1. Is the explanation clear and complete?

2. Are the verbs in it correctly used, and can others be added to improve it?

3. Can it be improved by changing some of the compound sentences or groups of simple sentences to complex sentences?

10. Explanations in Business Letters

Oral Exercise. 1. Read the first of the following two letters[1] carefully. Then close your book and explain to the class exactly what Mr. Powers's complaint is. The class will tell you if you omit anything of importance. Observe the courtesy of the letter. What sentences show this?

2. Now read the reply to Mr. Powers's complaint. Explain it to the class. Again your classmates will tell you if you omit anything of importance. Observe the clearness and the courtesy of the letter. Point out sentences that express this courtesy.

San Diego, Calif.
Dec. 28, 1925

Mr. C. S. Selden
Grand Rapids, Mich.

My dear Mr. Selden:

Usually the furniture which I buy of your house comes in good order. Not so the last lot. The chiffonier was scratched and the mirror broken. A leg on one of the chairs was cracked and the leather on the couch was scratched, while the finish on the whole shipment was not up to the standard. A part of this furniture I had sold to one of my best customers on the coast from the description given in your catalogue, and he is impatiently awaiting its arrival. You can therefore imagine that I am not in a happy frame of mind. Perhaps the railroad company is responsible for the breaks and

[1] From Davis and Lingham's "Business English and Correspondence" (Adapted).

scratches, but it looks to me as if your packers were partly at fault, while the poor finish is inexcusable.

I am writing to you personally, for I know that you will give this matter your immediate attention. Please telegraph, letting me know what you are going to do to help me.

Yours truly,
Henry Powers

Grand Rapids, Mich.
January 2, 1926

Mr. Henry Powers
San Diego, Cal.

My dear Mr. Powers:

Your letter of December 28 was received this morning. You have just cause for complaint, and I should not have blamed you if you had shipped back the goods and canceled the order. Let me thank you, however, for the opportunity to give this matter my personal attention.

As I telegraphed you this morning, we are shipping by fast freight a duplicate of your last order, transportation charges prepaid. Please ship to us by slow freight the lot about which you complain, freight charges to be paid by us. We will also credit on your bill the charges which you paid upon its receipt.

I have asked a trustworthy foreman to examine each piece of furniture which we are now sending to you and to supervise its packing. It is a source of much chagrin to this house and to me personally that you should have received a shipment from us in the condition you describe. I think you are sufficiently well acquainted with us to know that an occurrence of this sort is unusual. Indeed, nothing like it has come to my attention during my twenty years' connection with this house. We shall endeavor to locate the blame, and you may be certain that nothing similar will happen in the future.

Cordially yours,
C. S. Selden

PROJECT: *THE CLASS IN BUSINESS*

1. Since all the situations that are outlined in the following paragraphs call for two letters, a complaint or an inquiry and the reply to it, the class may be divided equally, and the pupils of one division may answer the letters which have been sent them by the other, through the class post office.

Several complaints or inquiries and the replies to them should be copied on the board or read aloud slowly for class criticism. The usual questions should be asked, and, since verbs have recently been studied, special attention should be given to every verb in the letters.

1. (*a*) You have just received a camera which you recently ordered, and you find that it has been injured in the mail. Write to the Cheeseman Camera Company, 212 Chestnut Street, Philadelphia, Pennsylvania, explaining the injury and asking them to send you another camera in place of this one. (*b*) One of your classmates will reply to your letter.

2. (*a*) You have been advertising in the newspaper that you wish to sell your bicycle. You receive an inquiry for particulars, written by one of your classmates. (*b*) Answer this inquiry with a full description of the bicycle and a statement of other facts that have to do with your wish to sell it.

3. (*a*) A package of books has arrived in bad condition. Apparently the package has been exposed to the rain. Letters should be written by pupils in the first division explaining to the bookseller that the damaged books are not acceptable. (*b*) Pupils in the second division may write replies, each one answering the letter that he receives.

4. (*a*) Your father has subscribed to an expensive magazine. It reaches him every month badly wrinkled and creased — thus spoiling the pictures — and sometimes is even torn and soiled. He asks you to explain to the publishers his dissatisfaction and his desire to discontinue his subscription. (*b*) Each pupil in the second division should write the reply of the publishers, but not before reading the particular letter of complaint that he received through the class post

office. After writing the reply, the letter of complaint should be re-read to make sure that no point has been overlooked in answering it.

2. In the same way letters of complaint, inquiry, or protest, and the replies to them, may be written for one or more of the situations suggested below:

1. (*a*) The street on which you live is not kept clean by the city. You complain to the street-cleaning department or send a letter of protest to the newspaper. (*b*) The head of the street-cleaning department replies.

2. (*a*) A street-car conductor has been rude to your invalid mother, who has difficulty in getting on and off cars without help. Write him or the street-car company a letter of protest. (*b*) The conductor writes a letter defending himself.

3. (*a*) There is an unguarded railroad crossing near the school. Write either to the railroad company or to the city council or to the police department, and call their attention to it. (*b*) The company or council or department replies.

4. (*a*) Careless driving by automobilists calls for a protest in the form of a letter to the newspaper. (*b*) An automobile club replies in a letter to the newspaper, charging pedestrians with being careless.

5. (*a*) Owners of airplanes fly over the city and thus endanger the lives of citizens. Write a letter of protest. (*b*) An owner of an airplane replies.

11. Practice: Capitals and Punctuation Marks

Exercise. 1. Read rule 27 in the Appendix. Study the examples. Read the three example sentences without the comma. Do you see the necessity of the comma?

2. For the entertainment of the class, make up one or two sentences like the example sentences under rule 27. Write them on the board without the comma. Do they mislead the reader? Omitting the comma is very nearly the same as playing a joke on the reader.

3. Place commas where they are needed in the following sentences:

1. The bear was comfortably seated on his hind legs and a lady near by was making a sketch of him.
2. When he had batted the catcher with all his might ran swiftly to first base.
3. As the two heavy cars bumped the two policemen in the front and in the rear hurried to the spot.
4. When the cold water ran over the screaming maid pulled up the waste plug.
5. When the big man put his large hat on the curly little French poodle began to bark.
6. As he carelessly put his vest on the pretty young lady with a smile said: "Look out. Your watch may drop out."
7. When they had finished putting the roof on his uncle came to look at the new garage.
8. As he was cautiously fastening an enormous sign on the angry policeman ordered him to take it down.
9. The hungry horse greedily ate his oats and his owner greedily ate his lunch and his dog greedily gnawed his bone.
10. When he had buttoned his heavy overcoat on his own dog hardly knew him.

12. Test in Applied Grammar

Exercise. The following sentences contain seventeen common errors. How long will it take you to find and correct them?

1. Was it Mr. Brown who offered you and I the position?
2. The poorly dressed boy walked to and fro restlessly and felt uncomfortably.
3. That's him, and that's her.
4. This kind of flowers grow rapidly.
5. He don't understand the error in this sentence.
6. Neither of those two children are ever late at school.
7. The house, the barn, and the shed is burning.

8. No white man and no colored man believe this statement.
9. The captain, as well as nearly a dozen other officers, were in the airship's control cabin.
10. There is many kinds of boys looking for jobs.
11. Some speaks correct English, and some does not.
12. The driver of the wrecked car was severely punished.
13. He don't think that the news is true.
14. Politeness, as well as ability, are important in business.
15. This sort of apples are sweeter than all the others.
16. Was you ever in a balloon?

Drill in Correct Use. 1. Read the preceding sentences aloud repeatedly, correcting them as you read, until you can do this without hesitation and rapidly.

2. Read the following sentences aloud repeatedly, choosing the correct word or words until you can do it rapidly:

1. Two 2's (is, are) four.
2. There (are, is) many words in the English language.
3. The captain, as well as his men, (were, was) in the tent.
4. The teacher praised (him, he) and (me, I).
5. She praised (he, him) and (her, she) and (I, me).
6. The boys you (seen, saw) are (he, him) and (me, I).
7. One of (we, us) boys felt (uncomfortably, uncomfortable).
8. (Whom, Who) do you see? Is it (I, me)?
9. Is it (he, him) or (her, she)?
10. How (neat, neatly) she looks!
11. Who are (they, them)?
12. (Is, Are) (them, they) the ones we (seen, saw) before?
13. He (doesn't, don't) understand the rules.
14. You (was, were) there, (weren't, wasn't) you?
15. One of (these, them) girls (study, studies) dancing.
16. I've (saw, seen) her dancing.
17. She dances (good, well), (don't, doesn't) she?
18. Neither of (them, those) two (go, goes) to school.
19. Some of (these, them) children (goes, go) to school.

20. Crackers and milk (were, was) his supper.
21. His purpose and aim (was, were) to win.
22. (Sit, Set) there and (learn, teach) me the trick.
23. There (is, are) some books (lying, laying) on the desk.
24. I (guess, think) that this picture is interesting.

13. Grammar Examination

PART ONE

1. Explain what a transitive verb is, and give a sentence to illustrate your explanation.

2. In the same way, tell what a linking verb is.

3. Give two sentences to show that some verbs are transitive in one sense and intransitive in another.

4. Can a linking verb be modified by an adverb? Give a sentence to prove your answer.

5. Give a sentence to show that a verb agrees with its subject in person and number.

PART TWO

1. How does a compound sentence differ from a complex sentence? Illustrate.

2. Can a simple sentence have a compound subject and a compound predicate? Illustrate.

3. Write a complex imperative sentence that contains an adjective clause.

4. Write a complex interrogative sentence that contains an adverbial clause.

5. In the following sentence point out the essential parts and the modifiers of each:

Although the boy had exceptional ability, he lost an excellent position that called for neat personal appearance and polite manners, in addition to ability.

14. What You Have Studied in This Chapter (Four)

The following summary gives you a bird's-eye view of the chapter. Notice that the subjects are grouped under three headings: (I) Grammar; (II) Composition; (III) Review and Drill.

I. Grammar

Kinds of verbs (291)
- Transitive verbs (291)
- Intransitive verbs (292)
- Linking verbs (293)
  - Correct use (295)
- Person and number of verbs (298)
  - Correct use (300)

II. Composition

Selecting suitable verbs (297)
Speaking and writing from outlines (306)
Avoiding common errors in the meaning of verbs (308)
Explanation (312)
Explanation in business letters (314)
- Project: *The Class Post Office* (316)

III. Review and Drill

Introductory test (292)
Drill in correct use (296, 301, 305, 309, 310, 319)
Vocal drill (311)
Words sometimes mispronounced (311)
- Dictionary work (312)

Completion test (308, 309)
Practice: capitals and punctuation marks (317)
Test in applied grammar (318)
- Drill in correct use (319)

Grammar examination (320)
- Verbs (320)
- Sentences (320)

Note. The numbers in parentheses refer to pages.

CHAPTER FIVE

VERBS: TENSE, THE PRINCIPAL PARTS, VOICE

1. Introduction

You now know what a verb is, what kinds of verbs there are, and what person and number mean as applied to verbs. This, however, is not all that can be learned about verbs. The most interesting facts have not yet been explained. They will be taken up in the present chapter.

As a preparation for the work of this chapter, you are asked to study the following exercise. It is a test of what you already know.

Test. 1. To show that you really know what a verb is, tell how it differs from a noun. Illustrate your meaning by giving one or more sentences.

2. Explain how a linking verb differs from a transitive verb. Illustrate by means of sentences.

3. Give sentences to show the same verb (*a*) in the singular number and (*b*) in the plural number.

4. Give two sentences containing the same verb. In the first, give the verb in the first person singular; in the second, in the third person singular. What is the small difference between the two verb forms?

5. How many of the leading linking verbs can you name?

6. Give sentences to show the same word used (*a*) as a noun and (*b*) as a verb; the same verb used (*a*) as a linking verb followed by a predicate word and (*b*) as a transitive verb.

2. Tense

A. Present, Past, Future

1. I *see* the flag.
2. I *saw* the flag.
3. I *shall see* the flag.
4. I *shall be* a lawyer.
5. I *was* a lawyer.
6. I *am* a lawyer.
7. I *shall walk* to town.
8. I *walked* to town.
9. I *walk* to town.
10. I *stayed* at home.

Exercise. Which of the verbs in the preceding sentences refer to the present time? Which of them refer to past time? To what time does the verb in the sixth sentence refer? Which verbs refer to future time?

Verbs have different forms to indicate different times. Each of these time forms is called a *tense* of the verb.

The **present tense** of a verb is that form of it which denotes present time. Thus:

I *see.* I *walk.* I *am.* I *laugh.*

The **past tense** of a verb is that form of it which denotes past time. Thus:

I *saw.* I *walked.* I *was.* I *laughed.*

The **future tense** of a verb is that form of it which denotes future time. Thus:

I *shall see.* I *shall walk.* I *shall be.* I *shall laugh.*
We *shall talk.* We *shall obey.* We *shall go.* We *shall see.*
You *will be* there. He *will be* there. They *will be* there.
The hunters *will capture* the deer. The boy *will run* after them.

Observe that when *I* or *we* is the subject of a verb in the future tense, the word *shall* is used to form the future; when, however, the future verb has any other subject, the word *will* is used to form the future.

Exercise. 1. What is the tense of the verb in each of the following sentences?

1. I *graduated* at the Longfellow School last June.
2. I *shall go* to high school.
3. A boy *wants* a position in a grocery store.
4. He *will go* to school again next fall.
5. I *am* in the city, and you *are* in the country.
6. I *was* in the country, and you *were* in the city.
7. The leader *awakens* the cowboys at a very early hour.
8. They *eat* their breakfast, *feed* their ponies, and by four o'clock *are* in the saddle for a long day's work.
9. The rider, with skillful hand, *threw* his lasso over the animal.
10. No one *will know* the fate of the fisherman who never *returned*.

2. Use each of the verbs below in two sentences: (*a*) in the past tense, (*b*) in the future tense. Thus:

1. California *manufactured* sixteen thousand barrels of olive oil last year.
2. California *will manufacture* little, if any, more next year.

manufacture	see	visit	use	make
exercise	do	work	find	escape
develop	go	sing	sell	change

B. The Perfect Tenses

Every action must of course take place in present time, in past time, or in future time.

But if we wish to express the fact that an action is finished or completed in the present, we cannot use the present tense and say,

I *write* the letter,

because that means that the writing is going on now. Nor can we use the past tense of the verb and say,

I *wrote* the letter.

because that could mean that the writing was completed a month ago, or years ago. But if, as we lay down the pen, and the letter lies completed or perfected before us, we say,

I *have written* the letter,

this verb tells that the writing is complete or perfect at the present time.

The verb *have written* is not in the present tense (for *write* is present), nor is it in the past tense (for *wrote* is past): it is in the **present perfect tense.**

Exercise. 1. Give the present perfect tense, with the subject *I*, of the following verbs: *work, play, obey, return, jump, laugh, is.* Thus (using the verbs *start, sail, smile*):

I *have started.* I *have sailed.* I *have smiled.*

2. Give the present perfect tense of these same verbs, with the subject *you*; with the subject *he*; with *we*; with *they*.

The part of the verb that is used with *have* (and *has*) to form the present perfect tense is called the **perfect participle.** Thus, in *I have written, written* is the perfect participle; in *he has started, started* is the perfect participle; in *he has gone, gone* is the perfect participle used with *has* to form the present perfect tense of the verb *go*. We can always tell the present perfect tense of a verb: it always consists of *have* (or *has*) together with the perfect participle of the verb.

Exercise. Make sentences containing the following verbs in the present perfect tense. Make two sentences for each verb. Thus:

The old trapper *has walked* ten miles to-day.
I *have* often *walked* with him through the woods.

see	smile	sail	play	go
walk	talk	make	work	tell
is	write	tease	do	buy

The **past perfect tense** of a verb is that form of it which denotes that the action was complete or perfect at some point in past time. It is formed by prefixing the verb *had* to the perfect participle of the verb. Thus:

I *had written* the telegram yesterday when his letter came.
Before he arrived, I *had made* up my mind what to do.
He *had started* for the game when I met him.
The girls *had finished* their sewing when their mother returned.

The **future perfect tense** is the form of a verb which denotes that the action of the verb will be complete or perfect at some future time. It is formed by prefixing *shall have* (and *will have*) to the perfect participle of the verb. Thus:

I *shall have seen* your brother before you return.
You *will have graduated* before we see you again.
I *shall have written* him before the first of next month.
He *will have reached* Japan before winter.
We *shall have finished* our breakfast when you arrive.

C. Review of the Six Tenses

Let us arrange in a column the six tenses of a verb, writing opposite each the name of the tense:

Present Tense	(I) see
Past Tense	(I) saw
Future Tense	(I) shall see
Present Perfect Tense	(I) have seen
Past Perfect Tense	(I) had seen
Future Perfect Tense	(I) shall have seen

Exercise. 1. Arrange in columns like the preceding column the six tenses of each of the following verbs. Write opposite each verb form the name of the tense.

jump do work write

2. Tell the tense of each verb in the following sentences:

1. Some boys are ambitious.

2. The work of the world now lies before you.

3. We see idlers and loafers and despise them.

4. Men no longer do *things*, but they do *one thing*, and in many cases only *part* of one thing.

5. Every boy is good for something.

6. "I shall succeed if I learn what kind of work I can do best," said Edward to his sister.

7. Where have you been all these years?

8. Nothing will help you more than your own hard work.

9. Many girls had tried the difficult task, and had given it up, when Mary appeared at the office.

10. Have you read a book for boys and girls about choosing one's life work?

11. When shall we three meet again?

12. We shall have eaten it all by this evening.

13. Have you a pair of skates? Had you a pair last year?

14. I have made this mistake, but I shall never make it again.

15. Where were you yesterday? You will see me later.

Group Exercise. 1. Several compositions should be read aloud slowly, in order that the class may tell the tense of each verb.

2. Are there any mistakes in the use of any of the verbs or of the words — objects or predicate words — that belong with the verbs?

3. Choosing Suitable Verbs

COMPLETION TEST

It __1__ on Friday morning, the 12th of October, that Columbus first __2__ the new world. As the day __3__ he __4__ before him a level island, several leagues in extent, and covered with trees like a continual orchard. The inhabitants were seen coming from all parts of the woods and running to the shore. As they __5__ gazing at the ships, they __6__ by their attitudes and gestures to be lost in astonishment.

Columbus ___7___ signal for the ships to ___8___ anchor, and the boats to be manned and armed. He ___9___ one of the boats, richly attired in scarlet, and holding the royal standard. On landing, he ___10___ himself on his knees, kissed the earth, and ___11___ thanks to God with tears of joy. The natives of the island ___12___ in timid admiration at the complexion, the shining armor, and splendid dress of the Spaniards. The admiral particularly ___13___ their attention, from his commanding height, his air of authority, his dress of scarlet, and the deference which ___14___ him by his companions; all which ___15___ him to be the commander.—WASHINGTON IRVING, "The Life and Voyages of Columbus" (Adapted)

Oral Exercise. There are fifteen numbered blanks in the selection above. These correspond with the numbered word lists below. That is, list 1 contains verbs for blank 1, and so on.

For each blank in the selection choose the verb that you think most suitable. When all the blanks have been filled, the teacher will tell you the verbs that Irving used. These are among the verbs offered in the word lists below.

1. chanced, was, happened, occurred, came about, came off
2. noticed, beheld, saw, looked upon, observed
3. set in, dawned, broke, began, commenced, started
4. made out, saw, noticed, discovered, perceived, distinguished
5. paused, stood, remained, stayed, rested
6. admitted, appeared, seemed, confessed, betrayed
7. expressed, made, gave, ordered, voiced, called
8. let fly, cast, drop, lower, pitch, hurl, discharge
9. set foot on, entered, climbed into, took possession of, found his way into
10. lowered, threw, cast, dropped, humiliated, humbled
11. worded, returned, gave, expressed, voiced
12. stared, gazed, looked, glared, contemplated, examined
13. fascinated, attracted, held, drew, gripped
14. was paid, was given, was accorded, was yielded, was shown
15. pointed out, indicated, showed, suggested, declared, proved

4. The Principal Parts of Regular and Irregular Verbs

Exercise. 1. In the three columns below are the six tenses of the verbs *see*, *go*, and *do*. Read and name each tense.

2. Which tenses contain the perfect participle of the verb?

3. Compare the present tense and the past tense of each verb. Are they alike?

4. In what respect are the present and the future tense alike? In what respect are they different?

do	see	go
did	saw	went
shall do	shall see	shall go
have done	have seen	have gone
had done	had seen	had gone
shall have done	shall have seen	shall have gone

Three parts of the verb are so important that they are called **the principal parts.** These are

(1) the present tense first person singular;

(2) the past tense first person singular;

(3) the perfect participle.

These three parts of a verb we must know in order to form its six tenses.

Most verbs (of the thousands of verbs in the language) form their past tense by adding *ed* (or *d*) to the present tense first person singular. Thus: I walk, I *walked*; I enjoy, I *enjoyed*; I hope, I *hoped*; I fear, I *feared*; I like, I *liked*; I jump, I *jumped*; I call, I *called*.

Most verbs form their perfect participle by adding *ed* (or *d*) to the present tense first person singular. That is, with most verbs the perfect participle is the same in form as the past tense. Thus: (present tense) I *walk*, (past tense) I *walked*, (perfect participle) I have *walked*; I *call*, I *called*, I have *called*.

Verbs that form the past tense and the perfect participle by adding *ed* (or *d*) to the present tense are called **regular verbs.**

The following columns contain the principal parts (in italics) of some common regular verbs:

Present Tense	Past Tense	Perfect Participle
I *laugh*	I *laughed*	I have *laughed*
I *work*	I *worked*	I have *worked*
I *bake*	I *baked*	I shall have *baked*
I *live*	I *lived*	I had *lived*
I *learn*	I *learned*	I have *learned*

Some verbs, about one hundred of which are in common use, form their past tense and their perfect participle without adding *ed* (or *d*), but usually by changes in the vowels of the present form. Thus:

I *sing*	I *sang*	I have *sung*
I *drink*	I *drank*	I have *drunk*
I *give*	I *gave*	I have *given*
I *see*	I *saw*	I have *seen*
I *am*	I *was*	I have *been*

Verbs of this sort are said to form their past tense and their perfect participle irregularly; they are called **irregular verbs.**

A list of irregular verbs with their principal parts is given in the Appendix. When you are in doubt about the principal parts of a verb consult either the Appendix or the dictionary.

In giving the principal parts of verbs it is usual to give only the verb forms without subjects or helping verbs. As: *write, wrote, written* (instead of *I write, I wrote, I have written*); *drink, drank, drunk*; *eat, ate, eaten*; *smile, smiled, smiled.*

Exercise. Give the principal parts of these verbs:

start	point	wash	is	sweep
delay	hail	smile	spin	cut
arrive	sail	write	speak	obey

offer	leave	sit	show	sleep
hope	catch	ring	shake	hit
run	keep	forget	ride	tell
eat	bring	laugh	buy	drink
go	make	cough	sell	change
take	dress	work	bite	see
know	trim	walk	begin	come
jump	talk	have	feel	sing

Completion Test. Using those verbs that the teacher selects from the preceding list, fill the blanks in the following sentences with the proper forms of each. Supply objects or predicate words for those verbs that need them. Read the sentences rapidly when you are able to fill the blanks promptly and correctly.

1. I —— now. He —— now. We —— now.
2. I —— yesterday. They —— yesterday.
3. I shall —— to-morrow. You —— —— to-morrow.
4. I have —— to-day. You —— —— to-day. He —— —— to-day.
5. I had —— yesterday. We had —— yesterday.
6. I shall have —— to-morrow. You will have —— to-morrow.
7. The man —— to-day. The men —— to-day.
8. The boys have —— to-day. John has —— to-day.

Exercise. Pick out the verb in each of the following sentences and tell its tense. Then give its principal parts.

1. The party of Indians had crossed the river.
2. We passed the islands.
3. The officers of each boat lived with their crew, ate the same food, and slept in the same tent with them.
4. A small and delicately shaped fox probably derives its entire support from these small animals.
5. Everywhere we shall see the same birds and insects.
6. Patagonia can boast of a greater stock of small mice than perhaps any other country in the world.

7. The puma had followed and preyed upon certain animals.

8. We examined and watched for the most trivial sign of a change.

9. This day I shot a condor.

10. It measured from tip to tip of the wings eight and one-half feet.

11. In December the condor lays two large white eggs on a shelf of the bare rock.

12. The old birds generally live in pairs.

13. Those condors will have attacked the young goats and lambs before noon.

14. Among these savages the men fought, hunted, took care of the horses, and made the riding gear.

15. The women will load and unload the horses to-morrow.

5. Word Study

A verb is the life of its sentence. Our speaking and writing will gain in clearness and force if we choose our verbs with care.

Oral Exercise. Explain the difference in meaning between the two verbs in each of the following pairs, and use them in sentences to illustrate this difference. Thus:

Look means "gaze toward an object for the purpose of seeing it."
See means "have actual sight of something."
"We *looked* through the telescope, but did not *see* the star."
"We *looked* out of the window, but it was so dark we could *see* nothing."

1. look, see
2. glance, look
3. find, discover
4. discover, invent
5. guess, think
6. expect, suspect
7. inquire, inspect
8. expect, suppose
9. know, believe
10. convince, convict
11. is, appear
12. request, command
13. persuade, entreat
14. hope, fear
15. laugh, smile
16. learn, teach
17. ride, drive
18. bring, fetch
19. love, like
20. question, ask
21. announce, pronounce
22. raise, rear
23. protect, defend
24. describe, explain
25. follow, succeed
26. correct, improve
27. respect, admire
28. speak, discuss
29. rent, lease
30. help, assist

Group Exercise. Several compositions should now be copied on the board. The class will try to substitute better verbs for those used by the writers. Each writer may defend his verb if he thinks it better than the substitute.

6. Correct Use of the Perfect Participle

The forms for the past tense and the perfect participle of verbs are often confused. Observe the following correct forms. The perfect participle is the form that is properly used with *have*, *has*, and *had*.

I *saw* the horse in the field. (NOT: I *seen* the horse in the field.)
I *had seen* him before. (NOT: I *had saw* him before.)
He *did* it. (NOT: He *done* it.)
Who *has done* this before? (NOT: Who *has did* this before?)
Has John *come* home yet? (NOT: Has John *came* home yet?)
The riders *came* at a fast gallop. (NOT: The riders *come* at a fast gallop.)
They *drank* the milk. (NOT: They *drunk* the milk.)
They *have drunk* the milk. (NOT: They *have drank* the milk.)
He has *gone* to the office. (NOT: He has *went* to the office.)

Completion Test. Give the principal parts of each verb in parentheses in the sentences that follow. Then select the form suitable for the sentence, and state the reason for your selection.

1. (*swim*) The athletic boy —— across the small lake.
2. (*swim*) Have you ever —— a mile?
3. (*break*) The wheel of the wagon has ——.
4. (*burst*) The tire of his motor cycle had ——.
5. (*catch*) How many fish have you ——?
6. (*come*) My friends —— yesterday.
7. (*come*) They have never —— to see me before.
8. (*do*) What have you ——?
9. (*do*) Or was it Frank who —— it?

10. (*draw*) He —— a fine picture of it yesterday, but he has —— finer ones.

11. (*drink*) Have you ever —— distilled water?

12. (*drink*) We —— apple juice the other day.

13. (*drink*) Have you ever —— that?

14. I (*see*) the accident, but I have not (*see*) or heard from the farmer since.

15. What have you (*eat*)? Never in my life have I (*eat*) what you say you (*eat*) yesterday.

16. After it grew dark we all (*go*) to the fire where the old folks had (*go*) before.

17. But I (*write*) you all about it in my last letter. Don't you remember what I (*write*)?

18. Have you (*see*) all the letters I have (*write*)?

19. I'm afraid that you have not (*take*) time to read carefully what I (*write*).

20. See where he has (*go*) and what he has (*do*) and what he has (*bring*) home with him.

Drill in Correct Use. When you are able to select promptly the correct verb form for each sentence above, read the sentences repeatedly and as rapidly as you can, supplying the correct verbs as you read. Your time will be slow at first, perhaps very slow, but practice will increase your speed. It will be interesting to see how great an improvement you make, always reading so distinctly that you can easily be understood.

7. Letter Writing

PROJECT: *THE CLASS POST OFFICE*

Written Exercise. Write one or more of the letters called for by the following paragraphs. You and some of your classmates may write the letters indicated, and others may write replies. Letters and replies may be mailed through the class post office.

1. On the way to school you quarreled with a friend and behaved very rudely. Now you are sorry. Write a short letter in which you express your regret.

2. While you and some friends were attempting one evening to play a prank, you broke a windowpane in the house of a neighbor. You ran away, but on thinking it over you now decide to explain the matter to the owner of the house and inclose enough money to pay for the damage. Write this letter of explanation and apology.

3. Your teacher was compelled by the illness of her mother to give up teaching. You were sorry to have her go, and the more you think of the pleasant time you had in her schoolroom the sorrier you are. Write her a letter in which you tell why you miss her.

4. The owner of the book-and-candy store near the school has failed in business. You often bought at his store and talked with him. Write him a letter that will make him feel your sympathy.

5. Your father's house has been entered by burglars. A policeman, who drove them away, was badly wounded by a pistol shot. Write him a letter, expressing both your appreciation and your regret.

Group Exercise. Several of these letters should now be copied on the board. The class will answer each of the following questions about them:

1. Is the thought of the letter clearly and completely expressed?
2. Are heading, greeting, and ending correctly written?
3. Is the letter properly paragraphed?
4. Are there any mistakes in the use of verbs?

8. Voice

An interesting fact about any transitive verb is that it has two forms or two ways of speaking. It has two different ways of saying the same thing, as if it had two voices.

Exercise. 1. Examine the following two sentences. Do they express the same thought in two different ways?

1. The boy *caught* the fish.
2. The fish *was caught* by the boy.

2. What is the object of the verb in the first sentence? What is the subject of the second sentence?

A transitive verb always has these two ways of saying the same thing, these two voices, which are called the active voice and the passive voice. We can always change the verb from one of its voices to the other. The following sentences show this fact:

1. The hunter *shot* the rabbit. (ACTIVE VOICE)
2. The rabbit *was shot* by the hunter. (PASSIVE VOICE)

3. The boys *made* a canoe. (ACTIVE VOICE)
4. A canoe *was made* by the boys. (PASSIVE VOICE)

5. The studious girl *will win* the prize. (ACTIVE VOICE)
6. The prize *will be won* by the studious girl. (PASSIVE VOICE)

Exercise. In the first of the preceding sentences the verb tells us that the subject is doing something to an object. Read that sentence. What is the voice of the verb? In the second sentence is the subject doing something to an object? In the third? In the fourth? In the fifth?

When a transitive verb tells that the subject is doing something to an object, that verb is said to be in the **active voice**; but when a transitive verb tells that the subject is having something *done to itself*, that verb is said to be in the **passive voice.**

A transitive verb is in the active voice when it tells that its subject is the doer of an act. Its object is the receiver, the result, or the product of that act.

A transitive verb is in the passive voice when it tells that its subject is the receiver or the result of an act.

Exercise. 1. Tell whether the verb in each of the following sentences is in the active or the passive voice:

1. The Indian boy shot a buffalo.
2. A buffalo was shot by the Indian boy.

3. The careless girl spilled the red ink.
4. The red ink was spilled by the careless girl.
5. The storm destroyed the long pier.
6. The long pier was destroyed by the storm.
7. The child saw the comet.
8. She will take music lessons this winter.
9. The stranger was hurt by our dog.
10. The heavy motor truck nearly struck the girl.
11. The river reflects the green trees.
12. The green trees are clearly reflected in the river.
13. The noise of the big city tired the stranger.
14. The stranger was tired by the noise of the big city.
15. He will tell me to-morrow; he will send a letter.
16. The letter will be sent to-morrow.
17. My brother and I have played that game often.
18. That game has often been played in this house.
19. The squirrel had already seen the hunter.
20. The hunter had already seen the squirrel.

2. Change each verb in the following sentences to the passive voice without changing the meaning of the sentence. Thus:

Our boys *won* the game. (The verb *won* is in the active voice.)
The game *was won* by our boys. (The verb *was won* is in the passive voice.)

1. I never saw a more beautiful country.
2. We fastened our anchor in the ground.
3. Elizabeth released Raleigh a month before this event.
4. He fitted out two expeditions for the colonization of Virginia.
5. The Spaniards found a strange tribe in that country.
6. We felled some great trees and shall fell a good number more.
7. If I break my ax I shall do no more work to-day.
8. We reached the island safely, and successfully landed our stores and provisions.
9. I cannot tell the whole story now.
10. These savages will understand our signs and gestures.

11. My friend that evening brought me welcome news.
12. We made a camp in the bend of the creek.
13. An old guide conducted us to the place.
14. I caught a large trout in ten minutes.

CORRECT USE

The passive voice of a verb is expressed by a verb phrase consisting of some form of the verb *is* and the perfect participle of the verb. Thus:

1. All the water *is drunk*. (NOT: All the water *is drank*. The perfect participle of *drink* is *drunk*. The past tense of *drink* is *drank*.)
2. That song *will be sung* to-night. (The perfect participle of *sing* is *sung*.)
3. The work *has been done* well. (NOT: *has been did*. The perfect participle of *do* is *done*. The past tense of *do* is *did*.)
4. The glass *is broken*. (NOT: The glass *is broke*.)
5. The window *has been broken*. (NOT: The window *has been broke*.)
6. The bell *has been rung*. (NOT: The bell *has been rang*.)
7. All the water *has been drunk*. (NOT: All the water *has been drank*.)

Completion Test. In the following sentences use the correct form of the verb given in parentheses:

1. (*forget*) The old name of that street has been ——.
2. (*drive*) That horse has been —— too fast.
3. (*run*) Many a race has been —— on this good track.
4. (*write*) Have all your letters to me been —— at this desk?
5. (*throw*) The wrestler was —— in five minutes.
6. (*take*) My book has been —— again.
7. (*froze*) The water on the pond was —— early this morning.
8. (*choose*) When I arrived, the players had all been ——.
9. (*grow*) Some fine trees have been —— by that careful farmer.
10. (*ride*) This bicycle has never been ——.

Drill in Correct Use. When you have become sure of the correct verb forms for the blanks on the preceding page, read the ten sentences aloud repeatedly, filling the blanks as you read. Let your reading be smooth, rapid, and distinct.

9. Variety in Expression

The surprising fact that transitive verbs have two ways of saying the same thing — two voices, we called them — can often be made use of in speaking and writing. It gives us two arrows or shots, instead of one, with which to hit our target.

Oral Exercise. In the sentences below change the verbs that are in the active voice to the passive voice, and those that are in the passive voice to the active voice.

1. The angry elephant frightened the keeper.
2. The reckless trainer was injured by the animal.
3. The hut was soon built by the happy campers.
4. The boy scout shot the snake.
5. The boy scout was hurt by a falling tree.
6. The boy scout was bitten by a snake.
7. The snake was shot by the leader of the boy scouts.
8. Have they read this book?
9. Have these pupils ever heard a great orchestra?
10. Every book on this shelf has been read by me.
11. I have studied my lesson, and I have finished my letter to Mary.
12. Have your shoes been repaired by the shoemaker?
13. Our soldiers were transported to the scene of war.
14. I spent one dollar for this little book.
15. John batted the ball toward third base.

Written Exercise. 1. For the entertainment of the class write three interesting sentences, each containing a transitive verb followed by its object. Rewrite these, changing the verbs from the active to the passive voice.

2. Similarly, write and rewrite three sentences containing verbs in the passive voice.

10. Special Verb Phrases

As you know, a verb phrase is a group of words used as a single verb. As:

I *shall go* there.
You *may go* with me.
The hunter *was wounded.*
The dogs *were barking* with all their might.

A verb phrase consists of a **principal verb** and a verb or verbs that help the principal verb make its assertion about the subject. The verbs that are used as helpers in verb phrases are called **helping verbs.**

The helping verbs are *is* (in all its forms), *have, has, had, shall, will, may, can, must, might, could, would, should, do, did.*

There are a number of important verb phrases that are formed by combining the simple verb with the helping verbs that have just been enumerated.

SHALL AND *WILL*

1. *Shall* is used with *I* and *we, will* with all other subjects, to express future time. Thus:

FUTURE TENSE

SINGULAR	PLURAL
1. I shall go	**1.** We shall go
2. You will go	**2.** You will go
3. He will go	**3.** They will go

2. *Will* is used with *I* and *we, shall* with all other subjects, to express will, willingness, purpose, promise, determination, command, or threat. Thus:

PROMISE, THREAT, PURPOSE, ETC.

SINGULAR	PLURAL
1. I will go	1. We will go
2. You shall go	2. You shall go
3. He shall go	3. They shall go

Observe the following sentences:

We shall go if the weather is fair. (FUTURE TIME)
We will go whether it rains or shines. (WILL, DETERMINATION)
You will discover that I was right. (FUTURE TIME)
You shall have a chance to show what you can do. (PROMISE)
He or they will learn the truth of this some day. (FUTURE TIME)
He or they shall suffer for this. (PROMISE, THREAT)

3. In questions the word is used, either *shall* or *will*, that is expected in the answer. Thus:

Shall you have time to-morrow to see me? (ANSWER: I shall have time.)
Will you see me to-morrow? (ANSWER: I will.)

Completion Test. 1. Choose for each of the blanks below the correct helping verb to express future time, and explain your selection:

1. We —— go to-morrow if we still feel like it.
2. He —— be a man some day and —— have a vote.
3. I —— read the book evenings.
4. You —— never know how you looked as a baby.
5. In due time we —— grow old.
6. If you are so careless you —— hurt yourself.
7. We —— be glad to have you visit us.
8. We —— have forgotten all about this by then.
9. —— you be feeling better to-morrow, do you think?
10. What —— be your age next Christmas?
11. At that rate how much —— he have saved in two years?
12. I —— grow wiser, I hope. I know I —— grow older.

2. Insert in the blanks in the following sentences the proper helping verb (*shall* or *will*) to express will, willingness, purpose, promise, determination, and explain your choice:

1. I —— not go to that school while the ventilation is so bad.
2. You —— not go either.
3. He —— accompany us whether he feels like it or not.
4. We —— do all we can to help you out of this difficulty.
5. You —— not interfere with our plans.
6. I —— oppose this scheme as long as I am strong enough to work and speak.
7. They —— be ordered out of that dangerous place if I have to do it myself.
8. If you continue to do this, you —— be punished for it.
9. —— he be permitted to trouble us?
10. —— you do what I say or —— you not do it?

Drill in Correct Use. Filling the blanks in the two groups of sentences above as you read those sentences rapidly aloud, repeat this reading a number of times, speaking the words distinctly.

11. Writing Telegrams and Night Letters

It is sometimes necessary to send a message more quickly than is possible by mail. The telegram and the night letter meet this need. They are charged for by the word, however, and hence writers usually make them very brief.

The telegram is the fastest means of sending a written message. It is telegraphed immediately on receipt. The night letter, on the other hand, is telegraphed at the convenience of the telegraph companies some time during the night and delivered in the morning of the following day. A fifty-word night letter may therefore be sent at the same cost as a ten-word day telegram. Nothing is charged for the names and addresses of the sender and the receiver.

POSTAL TELEGRAPH – COMMERCIAL CABLES

CLARENCE H. MACKAY, President

RECEIVED AT STEVENS POINT WISCONSIN

TELEGRAM

DELIVERY No. 45

The Postal Telegraph-Cable Company (Incorporated) transmits and delivers this message subject to the terms and conditions printed on the back of this blank

DESIGN PATENT APPLIED FOR

X52MN 10 1203p

Minneapolis Minn Aug 20 1926

Mr Tom Brown
Boy–Scout Camp
Stevens Point Wis

Your letter worries us Send night letter describing accident fully

Mother

CLASS OF SERVICE DESIRED

Fast Day Message	
Day Letter	
Night Message	
Night Letter	X

Patrons should mark an X opposite the class of service desired; OTHERWISE THE TELEGRAM WILL BE TRANSMITTED AS A FAST DAY MESSAGE.

WESTERN UNION TELEGRAM

NEWCOMB CARLTON, PRESIDENT

Form 1217

Receiver's No.

Check

Time Filed

Send the following telegram, subject to the terms on back hereof, which are hereby agreed to

Aug 20. 1926

Mrs. George A. Brown
1916 Territorial Ave., Minneapolis, Minn.

Accident not serious. Fell off old-fashioned rail fence. Scratched left leg, tore skin, twisted ankle slightly. Also bumped head on a log. Unfortunately fell on poison-ivy vines. Rubbed on face. Have several itching blotches there and on neck. Eyes all right. Doctor says up in another day.

Tom

Oral Exercise. Name all the ways in which the telegram and the night letter on page 343 differ from ordinary letters.

Practice. Condense each of the following groups of sentences into a telegram. Thus, the sentence "It is my plan to take the evening train and arrive in Cleveland at the Union Depot at eight o'clock on Wednesday" can be condensed into the following form suitable for a telegram:

WILL ARRIVE UNION DEPOT CLEVELAND AT EIGHT WEDNESDAY EVENING

1. I am delayed by a train accident and cannot reach Jefferson City before Thursday morning. If it is agreeable to you, I will meet you at my hotel there at nine in the morning of that day.

2. We send you hearty congratulations on your victory. Now you are in line for immediate promotion. Please write us the whole story, since your telegram tells only the main fact.

3. Our basket-ball team won this afternoon. The game stood even until within ten minutes or so of the end. Then some brilliant play by Collins, Webber, and Jones saved the day for us and carried us to victory.

4. Baby was born at a little after four o'clock this morning, and mother and child are both doing well. Is it a boy or a girl? Well, I will give you just two guesses. Perhaps the following information will help you — we have decided to name the little fellow George.

5. I am willing to buy the farm that you have kindly been showing me the last few days if you will give me a ten-year mortgage at 5 per cent for the balance due after my first payment of $2400.

6. John is feeling much better this morning. You need not come, for he seems to be on the road to permanent improvement. The doctor says he is out of danger. I will write you from day to day and report progress.

7. Will you kindly make a reservation of two seats for me for the performance of Wednesday evening? I will call for the tickets at the box office late in the afternoon. I want the best seats you can give me.

8. I should like to buy the railroad stock mentioned in your letter, but I am not willing to pay more than 90 for it. At that price, however, I would take twenty shares.

9. I shall arrive in Des Moines late the coming Thursday evening, and I want to be sure to have a room with bath reserved for me. Please make the necessary reservation. I want a moderately priced room, but it must be light, quiet, and airy.

10. Please meet my train, if you can, at the Union Depot, Omaha. I shall arrive, if it is on time, at 1.35 Monday afternoon. Send me a telegram to-night if you find it impossible to carry out this plan.

PROJECT: *THE CLASS TELEGRAPH OFFICE*

Exercise. Write one or more of the telegrams and night letters required in the following paragraphs. Half the class might write the telegrams asked for; the other half, the replies. A class telegraph office and class messengers could supply blanks and deliver telegrams.

1. You have been asked to spend a few days with an uncle living in another city and to telegraph when you can come, when you will arrive, how long you can stay. Write the telegram.

2. Your mother is suddenly taken ill and compelled to stay in bed. Telegraph the bad news to your father, who is away on a business trip.

3. You are spending two weeks in a Boy-Scout Camp or a Camp-Fire Girls' Camp. At the end of your two weeks' stay you are unexpectedly invited to go with some friends to a private camp a hundred miles further north. Send a night letter to your parents asking permission to go. Explain, as fully as you can in fifty words, who is going, where the camp is, what older person is in charge of it, and anything else your parents need to know to feel sure that you may safely go.

4. Rewrite as a night letter each of the two business letters on pages 314–315.

5. An uncle in a distant city who has often spoken of starting you in business wishes to have you telegraph him when you expect to

graduate from grammar school, what kind of position you would like, what kind of work interests you most, whether you can start work at once. Write this message.

12. Review of Correct Use of Verbs

Exercise. Choose the correct verb for each of the following sentences and justify your choice:

1. I was studying at that time. (Was, Were) you?
2. (Don't, Doesn't) she know enough to keep away from that dog?
3. The house and the barn (is, are) on fire.
4. The end and aim of his journey (is, are) to find his brother.
5. No white man and no colored man (are, is) ever seen in that place.
6. Each pen and each pencil (is, are) specially marked with its name.
7. (Is, Are) your father or your mother at home to-day?
8. Neither a turtle nor a water snake (was, were) to be seen.
9. Sarah, as well as her little neighbor, (were, was) expecting presents.
10. The crew (intend, intends) to leave the vessel on the rocks.
11. Where did you (lay, lie) my scissors? Oh, here they (lay, lie)!
12. He who (am, are, is) without fault may speak the first word.
13. I who (am, are, is) your friend do not approve of your conduct.
14. They, as well as my father, (wonders, wonder) who is to blame.
15. (*eat*) Have you —— your breakfast? (*eat*) I —— mine an hour ago.
16. (*do*) What have you —— to-day? (*see*) I have not —— you at work.
17. (*see*) I —— the steamer, but I have not —— the captain.
18. (*write*) I —— you a letter last week, but you have not —— me.
19. (*go*) They —— to the fair two years ago, but they have not —— since.
20. We (shall, will) be glad to have you drop in any evening.
21. We (shall, will) do all that can be done to lessen his suffering.

22. No one (may, can) enter this building without a permit, if I can help it.

23. He (shall, will) be older some day; then we (shall, will) teach him.

24. (May, Can) you come over after supper? You (may, can) not lose the way.

25. Whatever I learn of father, I try to (learn, teach) brother.

26. If he (was, were) not so angry, I would speak to him about this.

27. If I (was, were) stronger, I should thrash him.

28. I expect my father on this train. I (suppose, expect) you are expecting yours.

29. See that dog (laying, lying) before the fire! (Don't, Doesn't) he like it!

30. An ambitious young man who has (saw, seen) good work usually wants to become a good worker.

31. I (saw, seen) him doing the work that his father often (did, done).

32. These boys have (went, gone) to a trade school nearly a year.

33. They (came, come) here to learn to do one thing well.

34. Is the window (broke, broken)? Who (saw, seen) him do it?

Drill in Correct Use. When you understand the reason for each correct choice in the sentences above, try to read these sentences aloud, once through without an error. Perhaps the time of this first reading will be taken. Now, still choosing the correct words without fail, reread the list several times and try to increase your speed. After a certain number of such readings, let your time be taken again.

13. Vocal Drill

Exercise. 1. Stand erect, arms extended at the sides and on a level with the shoulders. Inhale slowly through eight counts. Hold the breath through four counts, at each count bringing the hands sharply together in front and on a level with the

shoulders, then back promptly to the first position. Exhale explosively. Repeat several times.

2. Stand erect, arms hanging easily at sides. Take a full breath. Exhale very slowly. Blow a narrow strip of tissue paper, fastened to the tip of a pencil, into a horizontal position and keep it there, without much fluttering, as long as the breath lasts. Do not strain.

3. Read quietly at the ordinary rate. Try to see how many words can easily be read with one breath. Try repeatedly, in order to improve your score.

14. Words Sometimes Mispronounced

Oral Exercise. Pronounce the following words after the teacher. Then pronounce them correctly, unassisted.

handkerchief	photographer	council	museum
literature	subtraction	tremendous	drama
temperature	hundred	mischievous	melodrama
genuine	genealogy	grievous	theater
illustrate	breeches	lustrous	juvenile

Dictionary Work. Look up a number of the preceding words. How quickly can you find them? How is the pronunciation shown? What else does the dictionary tell about each word? Select one of the words and use it in a very interesting sentence.

15. Project: *A School Garden*

A. Deciding to Have a School Garden

Oral Exercise. 1. Have you ever had a garden of your own, or worked in your father's garden? What did you raise, flowers or vegetables? What was your success? Do you like to work with spade, hoe, and rake?

2. Having answered the preceding questions, think over the question of having a school garden. Would it not be a good plan for you and your classmates to work in such a garden several hours each week? How could this plan be carried out? What are your ideas on the subject? Talk them over with your parents. Then explain the plan to your classmates so clearly and persuasively that they will agree with you.

3. Each pupil will explain his plan, as you did yours. The class may vote which of the various plans to accept.

B. Securing the Land

Oral Exercise. Where and how shall you secure the necessary land for this school garden? How much land shall you need? May you have the use of an empty lot near the school? Think these questions over, look around and see what can be done, perhaps talk the matter over with some landowners. When you have a workable plan, propose it to your classmates in a three-minute talk.

Written Exercise. 1. Did it occur to you or the other pupils that you might successfully advertise for the land in the *Wanted* columns of the newspaper? If the class decides that this would be the best way of securing what is needed, let each pupil write a suitable advertisement. These may then be read to the class and the best one selected for printing.

2. Perhaps it would be advisable also to have a short news article in the paper telling what the class is planning to do. It may be that some public-spirited citizen will become interested in your plan and will help to carry it out. Let each pupil write a short account, to be printed, of the hopes and plans of the class. The class will choose the best account and send it to the newspaper.

3. Perhaps a class letter to the superintendent of schools would be of help. Let the class plan and write such a letter.

C. Explaining What You Will Do with Your Own Plot of Ground

Oral Exercise. Suppose that each pupil is allowed a plot of ground ten feet wide and twenty feet long for his own garden. Each may plant anything he pleases. Before the work begins, let the plans be made. What will you do with your plot of ground? Shall it be used for a vegetable garden or for a flower garden? What kinds of vegetables or what kinds of flowers will you raise? Will you lay out your garden in parallel rows, or in beds according to a design? Think all these questions over, arrange your ideas in good order, and give a talk to your classmates about the kind of garden you intend to have.

D. Ordering the Seed; Sending a Money Order

Written Exercise. You can easily find on the advertising pages of the magazines the names of dealers in seeds. Write to several for their catalogues. A brief, courteous request will secure these for you without delay. Take pains to make the short business letters that you mail to these dealers neat and without mistake in form, spelling, and punctuation. If you are in doubt about any point, ask your teacher to explain it to you rather than send away an imperfect letter. The teacher will select the best letter to be sent to each dealer.

Written Exercise. When you have looked the seed catalogues through and have decided on your order, make it out neatly on the order blank that usually comes with the catalogue, or on a sheet of paper. Inclose a money order for the total amount, address the envelope properly, and mail the letter.

Do you know how to send a money order? Where does one go for the application blank? How does one fill that application blank out? Obtain one or more blanks and fill them out. What does one do next? How much do money orders cost?

16. Practice: Capitals and Punctuation Marks

Exercise. Read again the rules for the use of capital letters. You know where they are given in the Appendix. By this time you should be able to write without difficulty an example of your own for each of these rules. The teacher will tell you which rules to illustrate in this way.

Test. Write a passage from dictation. When it is read again, this time with capital letters and punctuation marks indicated, as well as the spelling of troublesome words, correct your mistakes.

Exercise. Now read the passage aloud, indicating and explaining each capital letter and punctuation mark.

17. Review: Sentences and Verbs

Exercise. 1. Point out the subject of each of the following sentences. Point out the verb and, if there is one, the object or predicate word. Name the modifiers of each. Name the essentials and their modifiers in each clause that is itself a modifier.

1. A certain merchant who had great wealth traded extensively with surrounding countries.
2. One day he mounted his horse and journeyed to a neighboring province.
3. The stranger struck him with his sword.
4. It was the first day of the new year.
5. I shall tell you something that you will be glad to hear.
6. We were traveling through that delightful valley.
7. I had never been pursued by a lion, and I was afraid.
8. I divided the money into three equal portions, and when it was all divided each of us went his own way.
9. The physician came, and in a short time he restored me to perfect health.
10. They were astonished at the sight.

2. Point out the verbs in the preceding sentences. Tell what kind of verb or verb phrase each is, whether it is in the active or the passive voice, what its principal parts are, what its tense is, and what its subject is. Thus:

The verb *struck*, in the third sentence on the preceding page, is a transitive verb, its object being the pronoun *him*. It is in the active voice. The principal parts are *strike*, *struck*, *struck*. It is the past tense, and its subject is the noun *stranger*.

3. In each of the following sentences point out the essentials (the subject, the verb, and, if there is one, the object or the predicate word) and their modifiers. In clause modifiers point out the essentials and their modifiers.

4. Study the verbs as you did those in the preceding sentences.

1. I remained alone in the palace, and at the approach of evening I opened the first door and found a mansionlike paradise, with a garden which contained green trees that were loaded with ripe fruits.

2. It abounded with singing birds, and was watered by copious streams.

3. I saw a black horse, which was saddled and bridled and whose saddle was of red gold.

4. I found a brilliant jewel, of the size of an ostrich's egg, which was placed upon a small stool and diffused a light like that of a candle.

5. Here also I found an open door, and when I opened it I saw a flight of seven steps, by which I ascended to an apartment which was furnished with gold-embroidered carpets.

6. These people had a little window at the back of their house from which a pretty garden could be seen, which was full of flowers and herbs.

7. There was once a fisherman who lived with his wife in a miserable hovel close by the sea, and every day he went out in his boat.

8. One day the man's heart grew heavy, and he would not go.

9. They made a map of the city which showed where the parks and playgrounds were.

10. Every man who dies in our army must fall not of disease but on the field of battle.

11. When Mr. Barber visited China, he took notes of every interesting thing that he saw.

12. Pasteur, who discovered the secret of epidemic microbes, lived in Paris.

13. There was nothing, from the most delicate instruments down to wooden shoes and ax handles, that could not be made on board the *Fram*.

14. It is this rare precious quality of truthfulness that I like in many Dutch paintings which some lofty-minded people despise.

15. When we talk about silk, we are speaking of a very old product, for it was known and used many hundred years ago.

16. Three thousand years before Christ the industry was carried on in China, and the empress who discovered the wonderful power of the silkworm is worshiped by the Chinese to-day.

18. Test in Applied Grammar

Exercise. You have recently studied a number of common errors in tne use of verbs. The following sentences contain seventeen such errors. Can you find them quickly and surely?

1. What was you doing when I seen you Saturday?

2. Whatever has been said, is said; whatever has been did, is did.

3. We will be glad of the chance to go there.

4. I writ you a letter last week, but you have not wrote to me.

5. The house and the garage is on fire.

6. Is the window broke? Who seen him do it?

7. The Indians had never came to this place. They was superstitious about it.

8. Don't he know who done it? Don't you know?

9. Perhaps my big brother will learn me the trick.

10. Set over here, my dear, or lay on that comfortable lounge.

Drill. Select the correct verb forms for the preceding and following sentences as you read them repeatedly:

1. When was that letter (wrote, written)?
2. The presents are (gave, guv, given) Christmas morning.
3. (Was, Were) you (spoken, spoke) to on the way to school?
4. The man's clothes (were, was) badly (wore, worn) and (torn, tore).
5. The old lady was (shook, shaken) up a bit.
6. (Is, Are) all the apples (ate, eaten, et) yet?
7. The window panes (was, were) (broke, broken).
8. (Have, Has) the telegrams been (brought, brung) to you?
9. Has this wide river ever been (swam, swum)?
10. The birds have (flew, flown), the flowers (is, are) (went, gone).
11. I was (thrown, threw) out of the car.
12. There I (laid, lay), and there he (sat, set).
13. When was the car (stolen, stole)?
14. I have often (swang, swung) in that swing.
15. Are the pipes (froze, frozen)? Have they (burst, bursted)?
16. Has their leader been (saw, seen) to-day?

19. Grammar Examination

1. Give sentences to show that you know the correct use of each of the following verbs:

seen	rang	set	did
done	sung	learn	can
come	drank	lay	will
gone	went	saw	shall

2. Explain and show by means of sentences how the passive voice differs from the active voice.

3. Give an interrogative sentence containing the verb *see* in the active voice, future tense, second person singular.

4. Give a complex declarative sentence containing the verb *make* in the passive voice, present perfect tense.

5. What is meant by the principal parts of a verb? Illustrate with the verbs *see, do, come, go, ring, sing, drink.*

20. What You Have Studied in This Chapter (Five)

The following summary gives a bird's-eye view of the chapter. Notice that the subjects are grouped under three headings:

I. GRAMMAR

Tense (323)
Principal parts (329)
Correct use of the perfect participle (333)
Voice (335)
    Correct use (338)
Special verb phrases (340)
    Helping or auxiliary verbs (340)
    Shall and *will* (340)

II. COMPOSITION

Choosing suitable verbs (327)
Word study (332)
Letter writing (334)
    PROJECT: *The Class Post Office* (334)
Variety in expression (339)
Writing telegrams and night letters (342)
    PROJECT: *The Class Telegraph Office* (345)
PROJECT: *A School Garden* (348)

III. REVIEW AND DRILL

Introductory test (322)
Completion test (327, 331, 333, 338, 341)
Review of correct use of verbs (346)
Vocal drill (347)
Words sometimes mispronounced (348)
    Dictionary work (348)
Practice: capitals and punctuation marks (351)
Review: sentences and verbs (351)
Test in applied grammar (353)
    Drill in Correct Use (353)
Grammar examination (354)

NOTE. The numbers in parentheses refer to pages.

CHAPTER SIX

ADVANCED GRAMMAR AND REVIEW[1]

1. Review and Test: The Sentence and Kinds of Sentences

Exercise. Read the first of the following definitions. Show that you understand it by giving a group of words that is a sentence and another group that is not a sentence. Then read the second definition and illustrate it by giving a declarative sentence. And so on, to the last definition.

A sentence is a group of words that expresses a complete thought. (7)

A declarative sentence is a sentence that tells something. (12)

An interrogative sentence is a sentence that asks something. (12)

An imperative sentence is a sentence that expresses a command, a direction or instruction, or a request. (12)

Note the page number after each definition. Refer to that page if you are unable to understand the definition without an explanation. The page gives the needed explanation, with examples.

2. Review and Test: The Main Parts of Every Sentence

Exercise. 1. Every sentence, however long or short, consists of two large divisions. What are these called? Give a sentence

[1] The starred sections in this chapter and the following ones contain advanced technical grammar. See the "Time-Table and Teacher's Manual," written to accompany the present book.

and divide it into its two main parts. Can you give a sentence with a subject of only one word and a predicate of only one word? Give a long sentence and divide it into its subject and predicate.

2. Explain the meaning of each of the following definitions:

The subject of a sentence is that part of it which tells what the sentence is about. (51)

The predicate of a sentence is that part of it which tells what is said about the subject. (51)

3. What is meant by the principal word of the subject of a sentence? What are those words in the entire subject called that go with the principal word of the subject? What is the principal word of the predicate called? In each of the following sentences point out (1) the principal word of the subject and (2) the verb:

1. The crowd of small colored children looked curiously after the capering goat.
2. The freshly painted house was surrounded by a freshly painted fence.
3. His little finger was blackened with ink.
4. Where are the clouds of smoke from the locomotive?
5. There is no smoke from an electric locomotive.

3. Review and Test: The Parts of the Predicate

1. The red-cheeked apple was very sour.
2. A joking farmer gave him the apple.

Exercise. 1. What is the verb in the first sentence? What part of the predicate is *sour*? In the second sentence point out the verb. What part of the predicate is *apple*? What part of the predicate is *him*?

2. Read each of the following definitions and illustrate its meaning by a suitable sentence. If you do not understand any

definition, study the explanation of it on the page indicated by the number in parentheses, following the definition.

The predicate word of a sentence is the noun, pronoun, or adjective standing in the predicate but describing or explaining the subject. (74)

The object of a verb is the noun or pronoun standing in the predicate and naming the receiver or the result of the action expressed by the verb. (88)

The indirect object of a verb is the word in the predicate that denotes *to* or *for* whom or which something is done. (233)

Exercise. Point out the essentials of each of the following sentences; that is, (1) the simple subject; (2) the verb; (3) the predicate word, if there is one; (4) the object, if there is one; and (5) the indirect object, if there is one.

1. Shall you take John with you to town to-morrow?
2. Give me that magazine on the table.
3. Everywhere in her friend's beautiful flower garden on that fine June day Mary could smell the roses.
4. Those roses, red, yellow, and white, smelled exceedingly sweet.
5. The queen on the throne appeared tall and majestic.

4. Test: Sentence Structure

You should be able to answer every question and carry out every direction in the following exercise easily and correctly. Can you?

Exercise. 1. Give an interrogative sentence containing a transitive verb followed by an object and an indirect object.

2. Give a declarative sentence containing a linking verb followed by a predicate noun.

3. What is a predicate noun? What is a predicate adjective?

4. Is the verb *appeared* a linking verb in both sentences below? How can you tell?

1. He appeared very clever.
2. He appeared toward evening.

5. Point out the essentials and the modifiers of the essentials in the following sentences:

1. The young lady then told us a long story of fairies and goblins.
2. The brave hero seemed always unafraid and victorious.
3. The beautiful princess daily grew more and more impatient and unhappy in the great dull palace of her ancestors.

5. Debating

Let the class be divided into two parties, or sides, on one of the following questions. Half the class takes the view that the question is to be answered with a *Yes*. This half, as you already know, is called the *affirmative* side. The other half, which favors the opposite view and answers the question with a *No*, is called the *negative* side.

A question for debate is usually put in the form of resolution, as follows:

1. *Resolved*, That all girls should be taught to make the common automobile repairs.
2. *Resolved*, That the United States should join the League of Nations.
3. *Resolved*, That oral and written composition is more important than any other study in school.
4. *Resolved*, That the long summer vacation should be abolished.
5. *Resolved*, That Woodrow Wilson was a greater man than Theodore Roosevelt.

Written Exercise. Let each pupil make an outline of what he has to say about the question. These outlines may then be read

aloud to the class, and some of them put on the board. The class will decide which are the best two outlines for the affirmative side and which the best two for the negative.

Oral Exercise. The pupil who wrote the best outline for the affirmative side begins the debate in a three-minute or four-minute talk in which he presents his side of the question. He is followed by the speaker for the negative. Then the second speaker on the affirmative side presents that side of the argument again, and he is followed in turn by the second speaker on the negative side.

Group Exercise. After the debate the teacher, or a committee of pupils, will decide which side won, giving the reasons for the decision. Then the class may discuss the debate, keeping the following questions in mind:

1. Was any good argument for either side omitted by the debaters?
2. Did any of the speakers use incorrect English?

* 6. The Objective Complement

Some transitive verbs may be followed by a second object that describes or explains the first. Thus:

The boys chose Harold *captain.*

In this sentence the object of the verb *chose* is *Harold.* The word *captain* is also an object of the verb *chose*; in addition it describes the object *Harold.* It is called the **objective complement** of the verb.

In the following sentences each noun that is used as an objective complement is in italics:

The umpire declared John the *winner.*
The parents named the child *Harriet.*
The boy pronounced the statement a *falsehood.*

Exercise. Point out the transitive verb in each of the following sentences. Name its object. Name its objective complement.

1. I appoint you my representative.
2. His ambition made him a hard worker.
3. The people elected Wilson president.
4. The children named the dog Tige.
5. I will make you my partner.

An adjective also may be used as the objective complement of a transitive verb. In the sentence

The rain made the roads muddy

the adjective *muddy* completes the thought started by the verb *made*. Besides, *muddy* describes or explains the word *roads*, which is the object of the verb. The adjective *muddy* is called the objective complement of the verb.

Exercise. In the following sentences point out each adjective that is used as an objective complement:

1. Astonishment struck him dumb.
2. The girls swept the room clean.
3. Mother dyed her dress brown.
4. The careless boy made his father very unhappy.
5. He shot the rat dead.
6. Exercise makes us healthy.
7. They painted the house gray.
8. The orator declared the statement entirely false.
9. The truth shall make you free.
10. I call him reliable.
11. We found the man ready for us.
12. Did you find her happy?
13. Leave the window open.
14. Leave the door shut.
15. The policeman held the reckless driver responsible.

The objective complement of a verb is the word standing in the predicate of a sentence, completing the sense of the verb, and describing or explaining the object of the verb.

7. Review and Test: The Modifiers in the Sentence

Exercise. 1. As a preliminary test of what you remember of modifiers, try to name the different kinds of modifiers that you have studied. Think of each essential part of a sentence; then think of modifiers it could have.

2. What kinds of one-word modifiers can you think of?

3. What kinds of phrase modifiers do you remember?

4. Are clauses ever used as modifiers? Prove your answer by means of a sentence.

We have learned that a noun can be modified by adjectives, adjective phrases, and adjective clauses.

Besides, we have learned that a verb can be modified by adverbs, adverbial phrases, and adverbial clauses.

Exercise. 1. The following sentences contain the various kinds of modifiers mentioned above. Point them out, telling what kind each is and why you think so.

1. The wise men of that far-off time certainly could not have guessed the wonders of our modern day.

2. John, who had studied his grammar lesson, answered with accuracy and promptness when the superintendent's questions reached him.

3. Could you, who know the speed laws, defend with sincerity a driver who violates those laws?

2. As you read each of the following definitions, use the preceding three sentences, or parts of them, to explain its meaning:

A phrase is a group of connected words which does not contain a subject and predicate. (119)

An adjective phrase is a phrase that is used like an adjective. (119)

An adverbial phrase is a phrase that is used like an adverb. (127)

A clause is a group of words that is used as a part of a sentence and yet contains a subject and predicate of its own. (145)

An adjective clause is a clause that is used like an adjective. (145)

An adverbial clause is a clause that is used like an adverb. (146)

Exercise. Use in a sentence of your own each kind of phrase and clause defined above.

8. Project: *A Public Debate*

Oral Exercise. Think out a sensible plan for a public debate. Explain that plan to your classmates in a three-minute or four-minute talk. The following questions may suggest points that you have not considered:

1. Would it add interest to the debate if you invited some other class in English, perhaps in another school, to debate with you?

2. Since you are to graduate from the grammar school soon, can you think of a better question for the debate than this one: *Does it pay the average graduate of a grammar school to attend high school for several years instead of beginning work at once?*

3. How many speakers shall there be on each side, and how much time shall be given each one for his talk?

Group Exercise. Let suggestions be made, as the teacher stands ready to write them briefly on the board, for a letter challenging the English class in another school to debate. When these have been talked over, an outline for the letter should be made.

Written Exercise. Write this challenge, using the outline that all the pupils, working together, made in the preceding exercise. The best letter will be mailed to the other school.

Group Exercise. Heretofore, when your class has planned public exercises, either formal or informal invitations have been sent to all whose presence was wanted. If that plan is to be followed this time also, you will know how to carry it out. But it may be that you would prefer to send out announcements in the form of an advertisement. In that case let the class plan this advertisement as cleverly as it can. Let every pupil make suggestions, which the teacher will write briefly on the board. Using these, let several suitable advertisements be written in full on the board by the teacher at the direction of the pupils. The best one may then be copied neatly on sheets of paper for distribution among those who are expected to attend the debate.

Oral Exercise. 1. Several preliminary debates should be held by the class in order that the best speakers may be selected and in order that these may receive practice in discussing the question.

2. The public debate will differ from these preliminary debates only in that each speaker, with a larger audience before him and more at stake, needs to present his arguments with greater clearness than before.

Written Exercise. Write an account of the debate and send it to the newspapers.

* 9. The Modifiers in the Sentence: Appositives

Washington, the *surveyor*, roamed the woods of Virginia.
Washington, the *general*, kept up the courage of his soldiers.

Exercise. What part of speech is *surveyor*? What word in the sentence does *surveyor* describe or explain? What part of

speech is *general*? Does *general* describe or explain any word in the sentence? Which one?

A noun is sometimes placed beside another noun or pronoun to describe or explain it. Such a noun modifier is called an **appositive.** It is inclosed in commas.

Exercise. Point out the appositives in the following sentences and tell what noun or pronoun each modifies:

1. He, Jones, refused to go.
2. Smith, the actor, is in town.
3. I, John Jones, protest against this action.
4. Washington, the state, is in the northwestern part of our country.
5. Washington, the city, is near Baltimore.
6. Brown, the physician, hurried to his patient.
7. Mrs. Dawson, the dressmaker, took a trip to Chicago.
8. Mr. Frederick, the editor, sat in his office.
9. I, Frank Smith, am thirteen years old.
10. Mary, my sister, is only ten.
11. I am five years older than John, my little brother.
12. New York, the city, is in the southeastern corner of New York, the state.
13. New York, the Empire State, boasts much beautiful scenery.
14. The traveler, an Englishman, was on his way to Niagara Falls.
15. The traveler, a famous and learned Englishman, was on his way to that wonder of the world, Niagara Falls.
16. Louisa M. Alcott's famous story, "Little Women," should be read by every boy and girl.
17. Geronimo, the Indian chief, was captured by United States regulars.
18. The fugitive Indian chief, Geronimo, was at last captured in the mountains by United States regulars under Miles, their commanding officer.
19. *Can*, the noun, has a very different meaning from *can*, the verb.
20. Lion hunting, a dangerous occupation, was his chief pleasure.

21. From the car window he viewed that picturesque river, the Hudson.

22. For a month he lived in those beautiful mountains, the Adirondacks.

Exercise. Write five sentences of your own, containing appositives.

An appositive is a noun placed after another noun or pronoun to describe it or explain it.

* 10. Appositive Phrases and Clauses

1. Mansfield, the wrestler, accepted the challenge.
2. Mansfield, *the wrestler of many successful bouts*, accepted the challenge.
3. Garfield, *the President of the United States*, was in our city.
4. Blaine, *the Secretary of State*, made an eloquent speech in Boston.

We see in the last three sentences above that a whole phrase may be used as an appositive. Such a phrase is called an **appositive phrase.** Like an appositive word, an appositive phrase is inclosed in commas.

Exercise. Point out the appositive phrases:

1. Longfellow, the author of "Hiawatha," lived in Cambridge.
2. Stanley, the rescuer of Livingstone, was an American.
3. New York, the metropolis of America, is the largest city in the world.
4. There we met Martin Van Buren, the leader of the party.
5. The *Mayflower*, the ship of the Pilgrims, had a long and stormy voyage.
6. Irving, the author of "The Sketch Book," lived on the Hudson.
7. Paxton, the driver of the car, was badly hurt.
8. We talked with Mr. Smith, the owner of the automobile.
9. Alaska, the land of opportunity, was his destination.
10. They started for Switzerland, the playground of Europe.

When a clause is used as an appositive we have what is called **an appositive clause.**

Exercise. In the following sentences pick out the clauses that are used as appositives and tell what word each modifies.

Thus (in the first sentence): *that prices may go up* is a clause used as an appositive to explain the noun *fact.*

1. The fact *that prices may go up* ought to make us careful.
2. We remembered the prophecy *that prices would go up.*
3. The hope that he would soon arrive gave us courage.
4. The thought that I might never see him again suddenly entered my mind.
5. The fear that they might lose made the boys train hard.
6. The rumor that their rivals were doing their best did not dishearten the players.
7. The order that everybody was to appear at headquarters at once aroused great curiosity.
8. The fact that Columbus discovered America was not yet known to this small boy.
9. The question whether he would arrive on time bothered his friends.
10. The rumor that the Russians had been defeated reached us early.
11. The rumor reached us early that the Russians had been defeated.
12. It is true *that we did not believe this story.* (Explaining the subject *It.*)
13. It sometimes happens that the stronger side loses.
14. It is still said of him that he never told an untruth.

An appositive phrase is a phrase that is used like an appositive.

An appositive clause is a clause that is used like an appositive.

Appositives, appositive phrases, and appositive clauses are modifiers.

* 11. Noun Clauses

A noun clause is a clause that is used like a noun.

Since a noun may be used (1) as an appositive, (2) as the subject of a sentence, (3) as the object of a verb, (4) as the predicate word after a linking verb, and (5) as the object of a preposition, a noun clause may be so used also.

1. A noun clause may be used, like a noun, as an appositive. Thus:

The news *that the armistice had been signed* reached us in the early morning.

The fact *that he was only a boy* did not excuse him.

NOTE. A noun clause that is used as an appositive is called an appositive clause.

2. A noun clause may be used, like a noun, as the subject of a sentence. Thus:

That John had won the prize was soon known to everybody.

That the car had skidded was not his fault.

3. A noun clause may be used, like a noun, as the object of a transitive verb. Thus:

I knew *that he had studied hard.*

They saw *that he was coming toward them.*

4. A noun clause may be used, like a noun, as the predicate word after a linking verb. Thus:

The fact is *that George had not paid attention to business.*

The truth is *that business is business.*

5. A noun clause may be used, like a noun, as the object of a preposition. Thus:

The sailors threw the rope from *where they stood.*

The boy threw a snowball to *where the girls stood in a ring.*

Exercise. In the following sentences point out each noun clause and explain its use:

1. He declared that he had not crossed the boundary line.
2. But the prisoner insisted that he had.
3. What we should do about it was a difficult question.
4. The opinion of the lawyers was that the whole matter should be dropped.
5. It could not be denied that Charles had always told the truth.
6. It was equally true that the prisoner's reputation was excellent.
7. That she had read five long books during her summer vacation filled the girl with pride.
8. The thought that they might spend the summer in the Adirondacks gave the whole family a thrill of pleasure.
9. His conclusion was that he had never had a pleasanter time than on the boat trip up the Hudson.
10. That a fast train leaves Buffalo for New York City every midnight was news to the traveler.
11. The hunter climbed to where only eagles dare to go.
12. The lawyer proved to the jury that the driver had been reckless.
13. Tell me whether you are going.
14. Do you think that our debaters will win?
15. From where I stood I could see the whole procession.

12. Writing to the Newspapers

Written Exercise. 1. Write a letter to your local newspaper in which you advocate the laying out of a public park or playground in a certain place that seems to you to need it.

2. Write a letter to your newspaper in which you protest against the condition of the streets in your city or town. Appeal to the citizens to take measures to insure clean streets.

Correction Exercise. Exchange letters with your classmates. (1) Look for the good features in these letters, excellences that

you might well imitate; (2) observe where mistakes have been made, and make sure that you have not made these yourself.

* 13. Sentence Essentials Again

As you know, the essentials of a sentence are the following parts of it:

1. The principal word of the subject (53).
2. The verb (55).
3. The predicate word, if the verb is a linking verb (74).
4. The object, if the verb is a transitive verb (87).

Then, with certain verbs, we have the following additional essentials:

5. The indirect object (233).
6. The objective complement (360).

Exercise. 1. Write sentences to illustrate the six sentence essentials listed above.

2. With your six sentences before you, give answers to the following questions:

a. Which of the eight parts of speech may be used as subjects?

b. Which parts of speech may be used as predicate words?

c. Which parts of speech may be used as direct or indirect objects?

d. Which parts of speech may be used as objective complements?

Not only single words may be used as sentence essentials, but in some cases even phrases and clauses may be so used. Notice the following illustrations of this fact:

1. An adjective phrase may be used as the predicate word of a sentence. Thus:

This story is *about Africa.*
Our house is *of stone.*

The building appeared *in good condition.*
The woman seemed *in good health.*

2. A noun clause may be used as the subject, as the predicate word, or as the object of a verb in a sentence. Thus:

1. *That Frank was at college* was news to me. (SUBJECT)
2. The report is *that he was a good student.* (PREDICATE WORD)
3. He confessed *that he had done it.* (OBJECT)
4. His reply was *that well begun is half done.* (PREDICATE WORD)
5. The soldiers claimed *that they had been attacked first.* (OBJECT)
6. *That he is honest* cannot be denied. (SUBJECT)

Exercise. Point out the essentials in each sentence below. Some of these essentials are single words; others are phrases or clauses.

1. We know that you can be trusted.
2. The fact is that he was fast asleep.
3. Where he hid nobody knows.
4. When you will go is unknown even to you.
5. The forester's cabin was of heavy logs.
6. The mourning dove's nest is of the poorest construction.
7. The hunter was of great strength and endurance.
8. I am from America.
9. He said that he had never seen me.
10. The truth is that he was telling the truth.
11. The forest of our story was of vast extent.
12. The hut in the woods was apparently owned by nobody.
13. The stranger appeared friendly.
14. He was really of hostile intentions.
15. He was of most unpromising ancestry.
16. Whether you will go to the circus depends upon how well you do your work.
17. Tell me where you are and when you will come home.
18. I am telephoning you from where I am.
19. They declared the charge altogether false.

14. Building Sentences; Breaking Up Sentences

1. Words astonished teacher.
2. Child took piece.
3. Father tried plan.
4. Accident hurt friend.
5. Pupil found answer.
6. Woman called girls.
7. House seemed newer.
8. Man was healthy.
9. People expected much.
10. Scissors proved dull.
11. Explorers showed courage.
12. Indians seemed friendly.
13. Posters were uglier.
14. Heat was excessive.
15. Knives cut way.
16. Natives knew trails.
17. Insects made trouble.
18. Scout discovered tents.
19. Squaws wove blankets.
20. Boys tied horses.

Exercise. 1. Let one of the preceding groups of words be written on the board. It consists, of course, of a bare subject, an unmodified verb, and either an unmodified object or predicate word, and is the mere skeleton of a sentence. To each of these sentence essentials modifiers are to be added — adjectives, adjective phrases, adjective clauses, and adverbs, adverbial phrases, adverbial clauses. Thus, the group of sentence essentials

ACROBAT PERFORMED TRICKS

may have modifiers added until it becomes the following sentence:

Under the wide-spreading tent, in which were ten thousand astonished and delighted spectators, the famous **ACROBAT**, Alfonso of Old Mexico, dressed from head to foot in red silk, which was trimmed with black braid and gold tassels, **PERFORMED** daring and interesting **TRICKS** on a high trapeze while the circus band, that consisted of fifty trained musicians, played a lively tune.

2. Divide each long sentence you have built, into as many short sentences as you can. Read these, dropping the voice and making a short pause at the end of each. Thus, the long sentence above may be divided and read as follows (the heavy

periods are inserted to warn you to drop the voice and to make a clear-cut pause at the end of each short sentence):

There was a wide-spreading tent• In it were ten thousand spectators• They were astonished• They were delighted• Alfonso of Old Mexico was on the trapeze• The famous acrobat was dressed from head to foot in red silk• It was trimmed with black braid and gold tassels• He performed daring and interesting tricks• All the while the circus band, that consisted of fifty trained musicians, played a lively tune•

15. Review and Test: Principal Clauses and Dependent Clauses

Exercise. The following sentences are complex sentences; that is, each consists of a principal clause and of one or more dependent clauses. Pick out the main clause of each, and tell whether the dependent clauses are adjective clauses (4), adverbial clauses (7), appositive clauses (7), or noun clauses (that are not appositive clauses) (9). The numbers in parentheses indicate the number of clauses of each kind. Does your count agree with these numbers?

1. I drove carefully where fast cars were driving by.
2. On the ground lay a bird which could not fly.
3. The boy who threw the stone apologized to the farmer who scolded him.
4. While he was reading the book, he forgot where he was.
5. Make hay while the sun shines.
6. Where many bees are flying you will probably find many flowers.
7. If you lend me the money, I shall never forget your kindness.
8. I know that you are my friend.

NOTE. In a sentence like the preceding the dependent noun clause is *that you are my friend*; and the principal clause is not merely the words *I know*, but the whole sentence, since the noun clause *that you are my friend* is the object of the verb *know* and, therefore, one of the essential parts of the sentence.

9. I believe that you are speaking the whole truth.

10. I saw that he was healthy and strong.

11. We heard that our friends were on the way.

12. I read in the newspaper that the President had returned to Washington.

13. Frank, who was our fastest runner, easily defeated his opponent.

14. The fact that Frank could beat him was no disgrace.

NOTE. Observe that an appositive clause is a dependent clause. Like an adjective clause, it modifies some word in the principal clause.

15. I then learned that he had trained most carefully.

16. Some one gave me the information that he was an excellent student.

17. I knew that his father was a famous physician.

18. That the patient had recovered was good news.

19. Is it a fact that Columbus discovered America?

20. It is said of Washington that he never told an untruth.

21. It is regrettable that some politicians do not follow his example.

22. It is rumored that the airship has been seen.

23. It is true that I never go faster than thirty miles an hour.

24. Where shall you go when you leave here?

25. If you please, tell me the shortest way to the post office.

16. Study of a Poem

The poet's ramble has taken him along a winding hillside road. In the valley below he sees a young woman, sickle in hand, cutting and binding the grain. She sings as she works; and in the stillness of the morning her song seems to fill the whole valley with its sweet and plaintive music. He cannot tell what she sings. Perhaps it is about battles of long ago. Perhaps it is some simple story of to-day.

Motionless and still, the poet lingers and listens. At last, when he resumes his climb up the hill, he finds the music singing in his heart long after the strain has died away in the distance.

THE SOLITARY REAPER

Behold her, single in the field,
Yon solitary Highland lass!
Reaping and singing by herself;
Stop here, or gently pass!
Alone she cuts and binds the grain,
And sings a melancholy strain;
O listen! for the vale profound
Is overflowing with the sound.

Will no one tell me what she sings? —
Perhaps the plaintive numbers flow
For old, unhappy, far-off things,
And battles long ago;
Or is it some more humble lay,
Familiar matter of to-day?
Some natural sorrow, loss, or pain,
That has been, and may be again?

Whate'er the theme, the maiden sang
As if her song could have no ending;
I saw her singing at her work,
And o'er the sickle bending: —
I listened, motionless and still;
And as I mounted up the hill
The music in my heart I bore,
Long after it was heard no more.

WORDSWORTH

Oral Exercise. 1. Do you understand the first stanza of this poem? What do the first four lines mean? The second four? What is a "melancholy strain"? "The vale profound" is a poetic way of saying "the deep valley."

2. What, in the second stanza, does the poet think the young woman is singing? "Plaintive numbers" means "sad verses."

Look up in the dictionary the adjective *plaintive* and the noun *lay*. Give the meaning of this stanza in your own words.

3. What is a sickle? What does "o'er the sickle bending" mean? Tell what the third stanza means.

4. Read the entire poem again. Do you understand it all? Now close your book and in your own words or those of the book tell the class the thought of the poem.

Correction Exercise. Listen to your classmates as they explain the meaning of the poem. Perhaps they found something in these three stanzas that escaped you.

Reading Exercise. The poem has a music of its own. Learn to read it aloud so as to show this. After a few such readings you may be able to recite it from memory.

* 17. Restrictive and Explanatory Clauses

1. The clerk who knew me sold me this watch.
2. The clerk, who knew me, sold me this watch.

There is a difference in meaning between the two sentences above.

1. The first sentence suggests that there are several clerks in the store. Which of these clerks sold me this watch? The clerk who knew me sold me this watch. The meaning is *restricted* to that one clerk; therefore, in the first sentence the adjective clause *who knew me* is called a **restrictive clause.**

2. The second sentence, however, does not imply that there are several clerks. All that the sentence says is that the clerk sold me this watch. It adds, as an explanation made in passing, that the clerk knew me. An adjective clause of this kind is like a remark made *by the way*, as an interruption of the main thought; therefore it is always set aside by means of commas. It is called an **explanatory clause.**

Exercise. Explain the meaning of each of the following sentences, and tell whether each adjective clause is restrictive or explanatory:

1. The sailor who had a huge red beard stepped forward.
2. The sailor, who had a huge red beard, stepped forward.
3. The merchant, who by the way had known my father, gave me the position.
4. The merchant who had known my father gave me the position.
5. The ship, that was decorated with flags from bow to stern, steamed slowly into the harbor.
6. The ship that was decorated with flags from bow to stern steamed slowly into the harbor.
7. The building, that had a slate roof, was not damaged by the neighboring fire.
8. The building that had a slate roof was not damaged by the neighboring fire.
9. The pencil which bore Charles's initials lay on the teacher's desk.
10. The pencil, which bore Charles's initials, lay on the teacher's desk.
11. The girl who had a pretty way of speaking persuaded the policeman to let them pass.
12. The girl, who had a pretty way of speaking, persuaded the policeman to let them pass.
13. The tiger lives exclusively on flesh, which it hunts at night.
14. The boy did nothing but read books, which he obtained at the public library.
15. They ate the sandwiches that their mother had made.

* 18. Dependent Clauses Classified according to Their Meaning

Dependent clauses (also called subordinate clauses) are called adjective clauses if they are used like adjectives; they are called adverbial clauses if they are used like adverbs; and they are called noun clauses if they are used like nouns.

According to their meaning, however, not their use, dependent clauses may be divided into the following chief classes:

1. Clauses of Place; as:

This is the road *where the accident occurred.* (ADJECTIVE CLAUSE)
We must look for him *wherever he may be.* (ADVERBIAL CLAUSE)
I learned *where he kept himself.* (NOUN CLAUSE)

2. Clauses of Time; as:

At the time *when he called on me* I could not see him. (ADJECTIVE CLAUSE)
Please go to meet him *when the time comes.* (ADVERBIAL CLAUSE)
I know *when he will be coming back.* (NOUN CLAUSE)

3. Clauses of Manner; as:

The soldiers charged *as if they were not afraid to die.*
He acted *as if he meant business.*

4. Clauses of Comparison; as:

Solomon was wiser *than most men of his day* (were).
Leap year has one day more *than other years* (have).

5. Clauses of Cause or Reason; as:

Since you say so, it must be so.
He cannot run fast *because he is not entirely well.*

6. Clauses of Condition; as:

If I ever see him again, I shall tell him this.
It would have been fortunate, *if he had appeared sooner.*

7. Clauses of Concession; as:

The soldiers charged, *though they knew some one had blundered.*
Although I had never seen him before, I trusted him.

8. Clauses of Purpose; as:

In order that we might succeed, we worked hard.
We lifted him into the carriage *so that he might get some fresh air.*

9. Clauses of Result; as:

He was weak, *so that he could not walk alone.*
He spoke so loud *that no one failed to hear him.*

10. Explanatory (also called Descriptive) Clauses; as:

The church, *which was hundreds of years old*, stood on the square.
They drove up to the courthouse, *where they found a statue.*

11. Restrictive Clauses; as:

The woman *that has the red flower in her hair* is the one I mean.
Go to the church *that has the old bronze doors.*

Exercise. Write two sentences for each of the kinds of clauses illustrated above.

19. Review and Test: Simple, Compound, and Complex Sentences

Exercise. 1. Which of the following sentences are simple? Which are compound? Which are complex?

1. That bright star which you see almost directly overhead in the summer sky is Vega.
2. In the town where I live there is just now keen rivalry in the milk business.
3. When a person coughs he throws impurities into the air.
4. George was greatly excited when he read that advertisement in the evening paper.
5. The princess took her sisters to the place where the prince's palace stood.
6. A number that is not even is called an odd number.
7. The process of finding the number which is equal to two or more numbers taken together is called addition.
8. They went off together and walked among the parks and pleasure gardens until they were weary.
9. After they had eaten and were refreshed they walked on.

10. When the colder days began, the sky remained gray most of the time.

11. When your orders increase steadily, without a doubt your business is steadily growing.

12. Where did your daughter learn all these useful household arts in which she is so skillful?

13. My daughter learned them where your daughter did.

14. The brave sailors of the fifteenth century who turned the prows of their tiny vessels into the strange waters of the Atlantic discovered America by accident.

15. When they discovered America they were seeking a new way to "The Indies."

16. The noise of the city, which all day had been a mighty roar, became a low, steady rumble at night.

17. The game, for which the boys had been training nearly two months, was to be postponed.

18. A happy and busy group of children helped the farmer to pick his fruit during the berry season in June and July.

19. The postmaster gave me seven envelopes for fifteen cents; I gave him a quarter and received ten cents in change.

20. George was reading a book which explained the roundness of the earth.

21. The excited crowd shouted when they heard the news of Wilson's reëlection.

22. One day a bright girl was reading a book explaining the different kinds of work that women can do in the world.

23. Study hard in order that you may succeed.

24. He sailed for a whole month; at last he came in sight of the islands.

25. When the long and glorious reign of Queen Elizabeth came to an end in 1603, she was succeeded on the throne of England by James Stuart, the son of Mary Queen of Scots.

2. Point out in the preceding sentences the subject and the verb of each clause and their modifiers. Tell what kind of clause each is.

Exercise. Read the following definitions and give a sentence of your own to illustrate each:

A simple sentence is a sentence that consists of one subject and predicate. (64, 161)

A compound sentence is a sentence that consists of two or more independent clauses, usually connected by conjunctions. (43, 170)

A complex sentence is a sentence that consists of a principal clause and one or more dependent clauses. (168)

20. Variety in Expression

Oral Exercise. 1. Make two simple sentences about a book that you have read. Can you combine these to form a compound sentence? To form a complex sentence?

2. Which of the following are good compound sentences? Which are not?

1. We went to the circus, and the day was rainy.

NOTE. Compare this with the complex sentence, "We went to the circus although the day was rainy." Which is the more sensible sentence?

2. We went to the park, and the sun was not shining.
3. We went to the circus, and we saw many wild animals.
4. I was hungry, and I had eaten no breakfast.
5. He worked hard, and at last the prize was his.
6. We had school to-day, but yesterday the teacher sent us home.

3. Make complex sentences of those that are not good compound sentences. Put the principal thought in the principal clause, and the dependent thought in the dependent clause.

Clauses that do not make good sense together in a compound sentence should be combined to form a complex sentence or kept as separate simple sentences. We need all three kinds of sentences to express our thoughts.

Written Exercise. 1. Write two interesting simple sentences suggested to you by each of the following:

a pocketknife	a pair of skates	a picnic in the woods
an automobile	a Christmas tree	an apple orchard

2. Combine each pair of these simple sentences to form a compound sentence if together they make a sensible compound sentence; if they do not, make a complex sentence of them. If they do not make a good complex sentence, keep them as separate simple sentences. Some may be combined and yet remain simple sentences; that is, either the two subjects or the two predicates may be combined.

Oral Exercise. Examine the following compound sentences. Which should be changed to complex sentences? Make the complex sentences.

1. The town is called Cuyahoga Falls, and Edward Rowland Sill lived there.

2. He showed me the book, and he had found an interesting poem in it.

3. The name of the poem was "Opportunity," and Edward Rowland Sill wrote it.

4. The storm is still raging, and we cannot start.

5. The sun went down, and we reached our camp.

6. The bell is ringing, and there is a fire on the next street.

7. You will not work, and you shall not eat.

8. John was born in Massachusetts, and he has never seen Bunker Hill.

9. Tom cannot go to-morrow, and I am very much disappointed.

10. Oranges are plentiful in this country, and nobody here cares for them.

11. You do not help yourself, and nobody else helps you.

12. You are not successful, and it is your own fault.

13. The door opened, and three little children stepped out.

14. War was declared with Spain, and McKinley was president.

21. Drill in Correct Use

Oral Exercise. Read the following sentences aloud repeatedly, selecting the correct forms as you read. If in any sentence you are unable to tell which form is correct, try to find in this book the information you need. If you cannot find it, ask the teacher to help you do so. As you become more and more able to select the correct forms without hesitation, try to increase your speed in the reading, which, however, must always be distinct and easily understood.

1. Have you (saw, seen) what your little brother (did, done)?
2. He (come, came) to my house and (rang, rung) the doorbell?
3. He had (tore, torn) his coat sleeve and (broken, broke) his knife.
4. Where (was, were) you? (Was, Were) you busy?
5. What have you (done, did) to-day? Where have you (went, gone)?
6. Have you (wrote, written) to your friend? Have you (written, wrote) to John?
7. Don't write (no, any) letters until you have (did, done) your work.
8. Shall I (learn, teach) you this trick? Do it (as, like) I do it.
9. Can you describe the man (who, whom) you saw?
10. (Whoever, Whomever) is he like? Does he talk (like, as) you do?
11. The child hasn't (eaten, ate) (nothing, anything).
12. There (is, are) many things he might have (ate, eaten).
13. What (have you, have you got) in your pocket?
14. He kept the secret to (hisself, himself) and didn't say (nothing, anything).
15. The canary has (flew, flown) away, but John (brought, brung) back the cage.
16. Mary has had her picture (took, taken).
17. I have (spoken, spoke) with him.
18. I have never (rode, ridden) in his car.

22. Vocal Drill

Exercise. 1. Stand erect, hands at sides. Take a full breath. Exhale slowly and steadily, sounding *oo* softly. At a sign from the teacher, promptly cease sounding and hold the breath. At a second sign, exhale and sound again. Continue in this way without straining, while the breath lasts.

2. Do the same as in 1, but with *noo, noh, nah, nee.*

3. Read the following sentences distinctly, slowly at first, then more and more rapidly, but always easily and in a pleasant tone:

Did you say you saw the spirit sigh, or the spirit's eye, or the spirit's sigh?

I said I saw the spirit's eye; not the spirit sigh nor the spirit's sigh.

23. Words Sometimes Mispronounced

Oral Exercise. Listen to the teacher's pronunciation of these words and then read the entire list several times:

abdomen	courteous	leisure	Milan
acumen	courtesy	leisurely	Pueblo
albumin	courtier	lenient	Yosemite
engine	courtly	laundry	Genoa
Good day!	reservoir	launder	Berlin

Dictionary Work. Clinch what you have just learned, by referring to the pronunciations of these words as given in the dictionary. At the same time look up meanings. Use some of the words in interesting sentences.

24. Practice: Capitals and Punctuation Marks

Exercise. 1. Turn to the Appendix and read rules 29 and 31, together with the examples. Where in this chapter have sentences of these kinds been explained? Write one or more sentences of your own, illustrating these two rules.

2. In the same way study rules 34, 35, 46, in the Appendix.

Test. Write from dictation one or more passages that you wrote from dictation one year ago. After writing them now, correct any mistakes you discover as they are read with capital letters and punctuation marks indicated. Compare your present record for correctness with that you made one year ago.

Exercise. Read the passages aloud from your paper. Indicate and explain each capital letter and punctuation mark. Give the correct spelling of troublesome words.

* 25. Analysis of Sentences

A. Simple Sentences

When we analyze a sentence we separate it into its parts and show how these parts are related to each other.

Example. In the morning the old captain heard the story of Tony and Marie with a great deal of interest.

This is a simple declarative sentence.

The subject is *the old captain.*

The predicate is *In the morning heard the story of Tony and Marie with a great deal of interest.*

The principal word of the subject is the noun *captain*, modified by the adjectives *the* and *old.*

The verb is *heard*, modified by the adverbial phrases *in the morning* and *with a great deal of interest.* Its object is the noun *story*, modified by the adjective *the* and the adjective phrase *of Tony and Marie.*

The adverbial phrase *in the morning* consists of the preposition *in* and its object, the noun *morning*, modified by the adjective *the.*

The adverbial phrase *with a great deal of interest* consists of the preposition *with* and its object, the noun *deal*, modified by the adjectives *a* and *great* and the adjective phrase *of interest.*

The adjective phrase *of interest* consists of the preposition *of* and its object, the noun *interest.*

The adjective phrase *of Tony and Marie* consists of the preposition *of* and its object, the nouns *Tony* and *Marie* connected by the conjunction *and*.

B. Compound Sentences

The analysis of a compound sentence consists of the analysis of the simple sentences of which it is composed.

Example. The boys cleaned the hall for the party, and the girls decorated it with autumn leaves.

This is a compound declarative sentence, made up of the two independent clauses, *The boys cleaned the hall for the party* and *the girls decorated it with autumn leaves.*

The subject of the first clause is the noun *boys*, modified by *the.*

The verb is *cleaned*, followed by its object *hall.* The noun *hall* is modified by *the.* The verb *cleaned* is modified by the adverbial phrase *for the party*, which consists of the preposition *for* and its object, the noun *party*, *party* being modified by *the.*

The subject of the second clause is the noun *girls*, modified by *the.*

The verb is *decorated*, modified by the adverbial phrase *with autumn leaves*, which consists of the preposition *with* and its object *leaves*, *leaves* being modified by the adjective *autumn.*

The verb *decorated* is followed by its object, the pronoun *it.*

The conjunction *and* connects the two clauses, *The boys cleaned the hall for the party* and *the girls decorated it with autumn leaves.*

C. Complex Sentences

The analysis of a complex sentence consists of the analysis of the principal clause and of the dependent clause or clauses.

Example. He who goes with wolves learns to howl.

This is a complex declarative sentence, the principal clause being *He learns to howl*, and the dependent clause being *who goes with wolves.*

The subject of the principal clause is the personal pronoun *He.* *He* is modified by the adjective clause *who goes with wolves.*

The verb is *learns*, and its object is *to howl*.

The subject of the dependent clause is the relative pronoun *who*, unmodified.

The verb is *goes*, modified by the adverbial phrase *with wolves*, which consists of the preposition *with* and its object, the noun *wolves*.

Exercise. Analyze each of the following sentences:

1. As he walked, he kept his eyes upon the ground.
2. Kindness is the golden chain which binds society together.
3. Human life may be compared to a river, flowing ever toward the sea of Eternity.
4. The next gale that sweeps from the north will bring to our ears the clash of resounding arms.
5. When the team came upon the field in their padded suits, the visitors looked at them with great interest.
6. Sound travels so fast and light travels so fast in a second.
7. In yonder wooden steeple, which crowns the summit of that red brick statehouse, stands an old man with snow-white hair and sunburnt face.
8. Will you do this old man a kindness?
9. On the day when the girl was walking in the woods she heard a strange rattling sound.
10. Looking up, she saw a huge snake coiled on a mound in front of her.
11. A gentleman in London had a dog which was a great favorite on account of his intelligence and amusing tricks.
12. Around and around they went, here, there, and everywhere, and one could not foresee the end of the struggle.
13. Two rabbits were at the edge of the ferns, cuffing each other soundly, while they hopped slowly around and around in a circle.
14. The place still continues under the sway of some witching power, that holds a spell over the minds of the good people.
15. Presently the brook came to a spot where boys had thrown stones in the way.
16. They say that a battle was once fought here.
17. Do you think that soldiers once died here?

18. Whenever a question is asked of you, answer with courtesy.
19. Handle books with clean hands.
20. While there is life, there is hope.
21. Quarreling shows neither good manners nor good conduct.
22. Go no further if you value your life!
23. Things don't turn up in this world until somebody turns them up.
24. Stand where you are, until I give the word.
25. Happy is the man that findeth wisdom.
26. Money can do many things, but it cannot do everything.
27. Soft words are hard arguments.
28. No man can serve two masters.
29. Never put off until to-morrow what you can do to-day.
30. Temperance and labor are the two best physicians.
31. Young people think that they know everything, and therefore they make positive statements.
32. The first thing that Pandora saw when she entered the cottage was a great box, and at once her curiosity was aroused.
33. He laughs best who laughs last.
34. Perfection, sought by all, is found by none.
35. When faith is lost, when honor dies, the man is dead.
36. He is the freeman, whom the truth makes free.
37. They never fail who die in a just cause.
38. Since my country calls me, I obey.
39. If you have tears, do not shed them now.
40. The people are like the sea, and the orators are like the wind.
41. He who would search for pearls must dive below.
42. Music is Love in search of a word.
43. States fall, arts fade, but Nature does not die.
44. Times grew worse with Rip as years of matrimony rolled on.
45. Progress is movement; but the movement must be in the right direction.
46. He who loves the sea loves also the ship's routine.
47. Every science has its undiscovered mysteries.
48. The cataracts blow their trumpets from the steep.
49. The cares of to-day are seldom the cares of to-morrow.
50. Then sing, ye birds, sing, sing a joyous song.

26. What You Have Studied in This Chapter (Six)

The following summary gives you a bird's-eye view of the chapter. Notice that the subjects are grouped under three headings: (I) Grammar; (II) Composition; (III) Review and Drill.

I. Grammar

* The objective complement (360)
* Appositives (364)
* Appositive phrases and clauses (366)
* Noun clauses (368)
* Sentence essentials again (370)
* Restrictive and explanatory clauses (376)
* Dependent clauses classified according to their meaning (377)
* Analysis of sentences (385)

II. Composition

Debating (359)
Project: *A Public Debate* (363)
Writing to the newspapers (369)
Building sentences; breaking up sentences (372)
Poem study: Wordsworth, "The Solitary Reaper" (374)
Variety in expression (381)

III. Review and Drill

Review and test: the sentence and kinds of sentences (356)
Review and test: the main parts of every sentence (356)
Review and test: the parts of the predicate (357)
Test: sentence structure (358)
Review and test: the modifiers in the sentence (362)
Review and test: principal clauses and dependent clauses (373)
Review and test: simple, compound, and complex sentences (379)
Drill in correct use (383)
Vocal drill (384)
Words sometimes mispronounced (384)
Dictionary work (384)
Practice: capitals and punctuation marks (384)
Test: dictation exercise (385)

CHAPTER SEVEN

ADVANCED GRAMMAR AND REVIEW: NOUNS AND PRONOUNS[1]

1. Review and Test: Nouns, Common and Proper

Exercise. 1. Give three words to illustrate the following definition:

A noun is a word used as the name of anything. (21)

2. How many kinds of nouns do you know? Give several examples of each kind.

3. Read the following two definitions. Then, in your own words, with examples, explain the difference between a common noun and a proper noun.

A common noun is a general name that may be applied to any one of a class of persons, places, or things. (219)

A proper noun is the name of a particular person, place, or thing. (219)

Written Exercise. 1. For each common noun in the list below substitute a proper noun:

day	Tom	general	England	building
month	Africa	book	Mount Everest	girl
ocean	automobile	Harvard	watch	horse

2. For each proper noun in the list above substitute a common noun.

[1] The starred sections in this chapter and the following ones contain advanced technical grammar. See the "Time-Table and Teacher's Manual," written to accompany the present book.

* 2. Abstract Nouns

A special class of nouns consists of the names not of things, but of qualities and general ideas.

Thus, a flower that is red and white, that smells sweet, that is beautiful, is said to have the qualities of *redness*, *whiteness*, *sweetness*, and *beauty*. A person who is honest, industrious, patient, and wise may be said to have the qualities of *honesty*, *industry*, *patience*, and *wisdom*.

The words above that are in italics are the names of qualities or general ideas. Such names are called **abstract nouns.**

Exercise. Point out the abstract nouns in the following lists and use each in a sentence:

goodness	street	softness	beggar	farmer
pencil	length	pillow	millionaire	happiness
mirror	hardness	weight	wealth	scissors
brightness	steel	poverty	hoe	speed

An abstract noun is the name of a quality or general idea.

* 3. Collective Nouns

The singular form of some nouns often has a plural meaning. These are nouns that denote collections of individuals. Such are the following words:

group	crowd	swarm	herd	troop	tribe
pack	squad	regiment	sheaf	family	crew
club	flock	multitude	jury	gang	band
horde	pair	couple	mob	society	fleet

These are often called **collective nouns.**

Exercise. Use in sentences the collective nouns above.

A collective noun is the name of a number or group or collection of individuals and not of any single person, place, or thing.

4. Letter Writing

Exercise. In the spirit of a guessing game write a letter to your classmates in which you describe a boy or girl (or an older person) whom you and they know but who is not a member of your class at school. Give a paragraph to the description. Make it so accurate and interesting that the person described will be recognized.

Group Exercise. When the letters called for in the preceding exercise have been written, reread, and improved, some of the finished copies should be put on the board for class study. Each should be examined with only one of the following questions in mind at one reading:

1. Is the letter as interesting as it might be? Is the description in it so accurate that you had no difficulty in telling who the person is?
2. Are heading, greeting, and ending correctly written and punctuated?
3. Is any noun or pronoun incorrectly used?
4. Can you substitute better nouns for any in the letter?

Project. Write one or more of the social and business letters suggested in the following paragraphs. Half of the class may write one or more of the letters indicated and the other half may write suitable replies.

1. You wish to order a rifle at a mail-order house, but you have lost the catalogue. There is no time to send for another. Describe exactly the kind of rifle you want, so that no mistake may be made when your order is filled.
2. You are planning to invite some of your schoolmates to your house for a pleasant time next Saturday afternoon. Write one of the invitations. Remember to include everything that those invited need to know, and let your letter be pleasant and courteous.
3. Order from Gibson and Company, 2301 Michigan Avenue, Chicago, a book that you know they publish but the exact title of

which you cannot recall. Describe the book so accurately that the publishers will know at once what you refer to and will send it without delay.

4. A burglar entered your house last night and escaped with your father's watch and some money. No one but you heard him. When a sound awakened you, you looked out of the window near your bed. You saw a man leaving your yard and got a good view of him under the street lamp. Your father has already notified the police by telephone, but he wishes you to write the Police Department a letter carefully describing the man.

5. Your father is planning a long vacation trip, let us say to Boston, or to Los Angeles, or to New Orleans, and he intends to take you along. He wants to know prices of tickets, whether there will be any special excursions, and what the best trains are. He would like to see time-tables and the descriptive booklets with which railroads supply persons who ask for them. Write the necessary letter to the railroad company.

6. You wish to learn when a play featuring your favorite actor will be shown at the moving-picture theater to which you go.

Correction Exercise. Before making the final copies of the foregoing letters, examine, with a classmate, every sentence in them to make sure that it is correct. Pay particular attention to your nouns and pronouns.

* 5. Special Plurals

A. Plurals of Letters, Figures, Etc.

Letters, figures, signs, and the like are made plural by adding *'s* to the singular. Thus:

My November record contains two E's and two G's.
Dot your i's and cross your t's.
Don't use too many *and's*.
Test your work by casting out 9's.
Make your +'s, your −'s, and your ×'s smaller.

B. Plurals of Different Meanings

Some nouns have two plurals, usually somewhat different in meaning:

Singular	Plural	
brother	brothers	(of the same family)
	brethren	(of the same society)
cannon	cannon	(considered collectively)
	cannons	(considered individually)
cloth	cloths	(pieces of cloth)
	clothes	(garments)
fish	fish	(considered collectively)
	fishes	(considered individually)
foot	feet	(parts of the body)
	foot	(infantry)
genius	geniuses	(men of genius)
	genii	(supernatural beings)
head	heads	(heads of persons, heads of cabbage)
	head	(cattle considered individually)
heathen	heathen	(considered collectively)
	heathens	(considered individually)
horse	horses	(animals)
	horse	(mounted soldiers)

C. Plurals of Nouns from Foreign Languages

Nouns taken from foreign languages frequently keep their foreign plural form. The most common among these are the following:

Singular	Plural	Singular	Plural
alumna (female)	alumnæ	crisis	crises
formula	formulas	ellipsis	ellipses
	formulæ	oasis	oases
vertebra	vertebræ	parenthesis	parentheses
analysis	analyses	index	indexes
basis	bases		indices

Singular	Plural	Singular	Plural
appendix	appendixes appendices	datum	data
		gymnasium	gymnasia gymnasiums
alumnus (male)	alumni		
bacillus	bacilli	memorandum	memoranda memorandums
fungus	fungi		
hippopotamus	hippopotami	phenomenon	phenomena
radius	radii	beau	beaux, beaus
terminus	termini	tableau	tableaux
bacterium	bacteria	trousseau	trousseaux

Written Exercise. Write the plural of each of the following letters, figures, and words:

M. D.	alumnus	memorandum	brother
5	radius	heathen	alumna
t	hippopotamus	trousseau	x

6. Speaking from Outlines: Vocational Problems

Oral Exercise. Would it not be interesting if each pupil in the class gave a talk on one of the subjects in the following list? Each should choose the one about which he prefers to speak, think it over, perhaps do some reading about it, make an outline for a talk, and discuss it with his parents and others at home. Before speaking, each pupil should write his outline on the board. The class will look at this outline while he is giving his talk.

1. Applying for a Position
2. Laying the Foundation for Future Success
3. My Experience in Advertising for a Position
4. The Boyhood of a Successful Man
5. Different Kinds of Work for Women
6. Getting a Good Start
7. Reasons For and Against Going into Father's Business
8. Making Things or Selling Things — Which Do I Prefer?
9. Why Some Boys Fail

10. Health and Business Success
11. The Kind of Position I Should Like to Hold Ten Years from Now
12. Dangerous Occupations
13. Prominent Americans of To-day — What Has Each Done That Is Worth While?
14. Some Successful Women
15. Boys and Girls I Know Who Had to Leave School

Group Exercise. The entire class will discuss each talk immediately after it has been given. The following questions and suggestions may be used for these criticisms:

1. Was the talk interesting, showing that the speaker had thought about his subject, had found some new facts, and had something to tell his classmates?
2. Was the talk well given — in a clear and pleasant voice and in a dignified manner?
3. Was the outline good, and did the speaker follow it?
4. Were any mistakes in grammar made?
5. Were the nouns well chosen?

7. Review and Test: Kinds of Pronouns

A pronoun is a word used instead of a noun. (25, 244)

Exercise. 1. Explain the definition above. Show by means of a sentence why it is that we ever need to use some other word instead of a noun. Why not use the noun itself?

2. Write rapidly as many pronouns as you can think of. See how long a list you can make.

3. Arrange your pronouns in groups. How many kinds of pronouns have you?

4. Read the following definitions. Now refer to your groups again to see whether you have listed every kind of pronoun.

The personal pronouns are those pronouns that distinguish the speaker (the *first* person) from the person spoken to (the

***second* person) and the person, place, or thing spoken of (the *third* person).** (245)

I see *you*, and *he* sees *them*.

An interrogative pronoun is a pronoun that is used in asking questions. (257)

Who is in that apple tree?

A relative pronoun is a pronoun that connects a dependent clause with a principal clause. (267)

The boy *who* is in that tree had better come down quickly.

An adjective pronoun is a word that is used either as an adjective or as a pronoun. (274)

Each of us examined *each* box and *each* trunk.

Exercise. 1. Give a sentence containing a personal pronoun; another, containing an interrogative pronoun; a third, containing a relative pronoun; and a fourth, containing an adjective pronoun. Point out your pronouns.

2. Can you give one sentence containing the four kinds of pronouns? Point out the pronouns.

3. Give two more sentences like the one asked for in the preceding question. Point out the pronouns.

4. Give a complex interrogative sentence containing the four kinds of pronouns.

8. Study of a Poem

Have you ever seen an apple orchard in the spring? Have you ever seen it white and pink with blossoms? If you have, then you know how difficult it would be to express in words your pleasure in this beautiful sight. But it can be done. Observe how the author of the following poem has done it.

AN APPLE ORCHARD IN THE SPRING

Have you seen an apple orchard in the spring?
In the spring?
An English apple orchard in the spring?
When the spreading trees are hoary
With their wealth of promised glory,
And the mavis sings its story
In the spring?

Have you plucked the apple blossoms in the spring?
In the spring?
And caught their subtle odors in the spring?
Pink buds bursting at the light,
Crumpled petals baby-white,
Just to touch them a delight —
In the spring?

Have you walked beneath the blossoms in the spring?
In the spring?
Beneath the apple blossoms in the spring?
When the pink cascades are falling,
And the silver brooklets brawling,
And the cuckoo bird soft calling,
In the spring?

If you have not, then you know not, in the spring,
In the spring,
Half the beauty, color, wonder of the spring.
No such sight can I remember
Half so precious, half so tender,
As the apple blossoms render
In the spring.

WILLIAM MARTIN

Oral Exercise. 1. Consult the dictionary and find as many synonyms as you can for each of the following words taken from the poem:

spreading	promised	caught	crumpled	brawling
hoary	story	subtle	bursting	precious
wealth	plucked	delight	cascades	render

2. Refer to the line in the poem in which each of these words occurs, and choose for it that one of your synonyms which seems to fit the thought of the line best.

3. Read each sentence of the poem, substituting your best synonym for each of the words above.

4. Are there any thoughts in the poem that you yourself have never had? What are they?

Did you ever think of the song of the mavis (that is, the thrush) as a *story*? What story can you imagine a bird singing?

Why are the odors of the apple blossoms called *subtle*? Did you ever think of the apple blossoms as forming a *cascade*? How are they like a cascade?

What makes the brook *brawl*? Why are they called "silver brooklets"? Would "foaming brooklets" be just as good?

What does *precious* mean? In what sense may a sight be called precious? In what sense are our memories a sort of treasury? What treasures do we put there?

5. Now read the poem again, and let your reading show your enjoyment. What thoughts in the poem do you enjoy particularly? What words do you enjoy specially? Which stanza pleases you most? Why?

Project. Should you not enjoy learning the stanza or stanzas you like best of this charming spring poem? It might be fun to have the whole poem recited several times by groups of four pupils, each pupil of a group reciting one stanza and each group trying to recite most clearly and musically. Each group might practice the poem after school. Here is a chance for good teamwork. Parents could be invited to hear these team recitations.

* 9. Various Facts about Pronouns

A. Intensives and Reflexives

You already know that such pronouns as *myself*, *yourself*, *himself*, *herself*, *itself*, *ourselves*, *yourselves*, and *themselves* are called **compound personal pronouns.** (253)

1. When a compound personal pronoun is used as an appositive, it emphasizes the noun or pronoun it modifies and is sometimes called an **intensive.** Thus:

John *himself* looked into the matter.
I *myself* am interested in this thing.
I shall go *myself*.
He told me *himself*.

2. When a compound personal pronoun is used as the object of a verb or of a preposition but refers to the subject, it is called **a reflexive.** Thus:

He hurt *himself*.
They were working for *themselves*.
She was thinking only *of her own self*.

3. Sometimes the adjective *own* is used to emphasize a compound personal pronoun. Thus:

my own self	his own self	our own selves
your own self	her own self	their own selves

B. The Antecedent of a Pronoun

The noun or pronoun for which a pronoun stands is often called its **antecedent.** Thus, in the sentence

The man who deceives others deceives himself

the noun *man* is the antecedent of the relative pronoun *who* and also of the compound personal pronoun *himself*.

In the sentence

He who loses time loses money

the pronoun *he* is the antecedent of the pronoun *who*.

The antecedent of a pronoun is the word (a noun or a pronoun) to which the pronoun refers.

NOTE. Sometimes the antecedent of a relative pronoun is not expressed.

Exercise. 1. Point out the relative pronouns in the sentences that follow:

1. I understand what you say.
2. Whoever passes here will see this white stone.
3. Whichever he selects will prove satisfactory.

2. Can you tell for what noun or pronoun each of these relative pronouns stands? Is it to be found in the sentence?

When the noun or the pronoun represented by a relative pronoun (that is, the antecedent) is not expressed, the sense of the sentence enables us to supply it. Thus supplied, the three preceding sentences become the following:

1. I understand *that which* you say.
2. Whoever passes here, *he* will see this white stone.
3. Whichever he selects, *that* will prove satisfactory.

Observe that *what* becomes *that which*, *that* being in the principal clause and *which* in the dependent clause. *That* is the object of the verb *understand* and *which* is the object of the verb *say*. The pronoun *that* is the antecedent of the pronoun *which*.

Exercise. Explain the use of the relative pronouns in the following sentences:

1. He will do what he promises.
2. He read anxiously what was in the papers.
3. Whoever runs may read this sign.
4. Consider carefully what I tell you.

5. This girl remembers what is told her.
6. Whoever wishes to see me must come to my office.
7. Whatever you do about it will suit me.

C. Person, Number, and Gender of Relative Pronouns

A relative pronoun always agrees in person, in number, and in gender with the noun or pronoun which it represents. Thus:

I who am doing this work am old. (Here *who*, like the pronoun *I* that it represents, is first person, singular number, masculine or feminine gender.)

You who are doing this work are old. (Here *who*, like the pronoun *you* that it represents, is second person, singular or plural number, masculine or feminine gender.)

We who are doing this work are old. (Here *who*, like the pronoun *we* that it represents, is first person, plural number, masculine or feminine gender.)

The house, *which* is his brother's, is a good one. (Here *which* is third person, singular number, neuter gender.)

The houses, *which* are his brother's, are good ones. (Here *which* is third person, plural number, neuter gender.)

I gazed at the boys *that* stood there.

I gazed at the girls *that* stood there.

I gazed at the trunks *that* stood there.

(In the last three sentences above, *that* is third person, plural number, and masculine, feminine, or neuter gender, according to the word it represents.)

Such food *as* we found we ate greedily. (Here *as* is third person, singular number, neuter gender.)

Who is either masculine or feminine, according to the word it represents. *Who* always denotes a person or persons.

Which, *that*, and *as* represent words of all three genders. *Which* may denote either an animal or a thing — one or more than one. *That* and *as* may denote a person, an animal, or a thing — one or more than one.

10. Another Poem Study

When Arbor Day comes, and the young trees are planted, you look on or help while the ground is broken with the spade. At last the hole is dug and the trimmed and watered roots are given a place in which to grow. What should you say, on such an occasion, if you were suddenly called forward to make an appropriate speech?

Oral Exercise. Stop a moment, before you read on, to think of this, to think of what you *could* say. Is there anything particularly wise or interesting to be said at such a time? Plan and give a talk suitable for a tree-planting celebration. Remember that the young tree is being given a chance to live, grow, and become useful in the world. You could imagine it as looking forward like yourself to seeing, hearing, and doing many things during a long life and as telling these hopes to the pupils who are planting it.

One day, long ago, William Cullen Bryant watched the planting of an apple tree. As he stood and looked, the thought occurred to him that in reality more was being put into the ground, much more, than the short roots and slender trunk of a young apple tree. "We are planting a place for the thrush to build its nest in," he said to himself; "we are planting a shady place for the noontide hour and a shelter from the summer shower." What did he mean by that? Had you ever thought of it?

"We are planting," he said, "fruits that shall slowly ripen and at last drop, and that children shall find in the long grass; we are planting a great spreading tree that shall bloom in the springs long after we are gone, and in those far-off autumns shall strew the ground with its crisp brown leaves." As he thought of all this, the following poem formed itself in his mind, and he wrote it for you and me to read and think about:

THE PLANTING OF THE APPLE TREE

Come, let us plant the apple tree.
Cleave the tough greensward with the spade;
Wide let its hollow bed be made;
There gently lay the roots, and there
Sift the dark mold with kindly care,
And press it o'er them tenderly,
As, round the sleeping infant's feet,
We softly fold the cradle-sheet;
So plant we the apple tree.

What plant we in this apple tree?
Buds, which the breath of summer days
Shall lengthen into leafy sprays;
Boughs where the thrush, with crimson breast,
Shall haunt and sing and hide her nest;
We plant upon the sunny lea,
A shadow for the noontide hour,
A shelter from the summer shower,
When we plant the apple tree.

What plant we in this apple tree?
Fruits that shall swell in sunny June,
And redden in the August noon,
And drop, when gentle airs come by,
That fan the blue September sky,
While children come, with cries of glee,
And seek them where the fragrant grass
Betrays their bed to those who pass,
At the foot of the apple tree.

The fruitage of this apple tree
Winds and our flag of star and stripe
Shall bear to coasts that lie afar,
Where men shall wonder at the view,
And ask in what fair groves they grew;

And sojourners beyond the sea
Shall think of childhood's careless day,
And long, long hours of summer play,
In the shade of the apple tree.

Each year shall give this apple tree
A broader flush of roseate bloom,
A deeper maze of verdurous gloom,
And loosen, when the frost-clouds lower,
The crisp brown leaves in thicker shower.
The years shall come and pass, but we
Shall hear no longer, where we lie,
The summer's songs, the autumn's sigh,
In the boughs of the apple tree.

WILLIAM CULLEN BRYANT

Oral Exercise. 1. Tell what the first stanza says, but use other words in place of *cleave*, *tough*, *greensward*, *gently*, *dark*, *tenderly*, *fold*. What does the poet mean when he speaks of the "sleeping infant's feet"? What does the word *sleeping* emphasize? What does the word *cradle* emphasize?

2. Give the meaning of the second stanza, using your own words in place of *breath*, *lengthen*, *haunt*, *lea*, *shadow*, *shelter*. Do you like this stanza better than the first one, or not? Give the reasons for your preference.

3. State in your own words the meaning of the third stanza. Use synonyms for *sunny*, *redden*, *gentle*, *airs*, *fan*, *cries*, *glee*, *seek*, *fragrant*, *betrays*, *pass*.

4. Restate the meaning of the fourth stanza, using the best synonyms you can find for *fruitage*, *bear*, *wonder*, *view*, *fair*, *groves*, *sojourners*, *think*, *careless*.

5. What is the meaning of the fifth stanza? Consult the dictionary for synonyms of *broader*, *flush*, *roseate*, *bloom*, *deeper*, *maze*, *verdurous*, *gloom*, *lower*, *crisp*, *thicker*, *sigh*.

Project. The class may be divided into a number of teams of five pupils each, one pupil for each stanza of the poem. A leader may be chosen for each team who will direct the pupils in it while they are memorizing, reciting, and drilling. When all the stanzas can be recited well, each team in turn may go before the class and speak the poem, one pupil giving one stanza. The leader is responsible for the posture of the members of his team, for their speaking loud enough and distinctly, and for their expressing the meaning of the poem well.

Shall other classes be invited to hear the rival teams recite? Shall the superintendent of schools be invited? Shall your parents be invited? How shall the invitations be given?

* 11. Case: Uses of Nouns and Pronouns in Sentences

Exercise. 1. You know of course that a noun or a pronoun can be used as the subject of a sentence. How many other uses of nouns and pronouns in sentences can you think of? Make a list.

2. Notice the uses of the nouns and the pronouns in the following sentences:

1. John and I saw you and Frank with Mary's brother on their yacht.
2. It is a fine ship, and seems fast.
3. Frank's father gave him permission to go.
4. My father told me the story of a trip down the river in a rowboat.
5. Tom, Mary's brother, sailed *Mercury*, his father's sailboat.
6. They elected John captain.

3. Compare the list you made in the first exercise above with another list that you make now on the basis of the uses shown in the preceding six sentences.

Case

Another word for the use of a noun or a pronoun in a sentence is **case**. There are three cases: the **nominative case**, the **objective case**, and the **possessive case**. These are simply new names for what you already know; they will now be explained.

Exercise. After reading each numbered statement that follows, return to the six sentences on the preceding page and pick out nouns or pronouns that illustrate the case explained.

The Nominative Case

1. A noun or a pronoun used as the subject of a sentence is said to be in the **nominative case.**

2. A noun or a pronoun used as the predicate word in a sentence is said to be in the **nominative case.**

The Objective Case

3. A noun or a pronoun used as the object of a transitive verb is said to be in the **objective case.**

4. A noun or a pronoun used as the object of a preposition is said to be in the **objective case.**

5. A noun or a pronoun used as the indirect object of a verb is said to be in the **objective case.**

6. A noun used as an objective complement is said to be in the **objective case.**

In short, if a noun or a pronoun is some sort of object in a sentence, it is said to be in the **objective case.**

The Possessive Case

7. A noun or a pronoun used in its possessive form (that is, in the form that expresses possession or connection) is said to be in the **possessive case.**

The Case of an Appositive

8. A noun used as an appositive is said to be in the same case as the noun or the pronoun it modifies.

Exercise. Referring often to the preceding eight numbered statements about the three cases, give the case of each noun and each pronoun in the sentences on pages 387 and 388; that is, tell *in what case* each noun and each pronoun is said to be, and give the reason for your statement. Thus:

In the sentence *It is a fine ship*, the pronoun *It* is the subject of the sentence; therefore *It* is in the nominative case. The noun *ship* is used as a predicate noun after a linking verb; therefore *ship* is in the nominative case.

Perhaps you will find in the sentences on pages 387–388 a number of uses of nouns or of pronouns that are new to you or that are not covered by the eight numbered statements on this and the preceding page. If this happens, study the five divisions of section 14, which begins on the following page.

12. Vocal Drill

Exercise. 1. Stand erect, hands at sides. Take a full breath; then exhale slowly and steadily, sounding *oh-ee-ah*. Go up one full tone and back and then down one full tone and back, continuing while the breath lasts. At a sign from the teacher, abruptly cease exhaling and sounding and hold the breath, resuming at another sign.

2. Pronounce the following words in a whisper:

text	twelfths	gifts	months
next	sixths	priests	depths
mixed	thirteenths	lengths	blasts

3. Pronounce the preceding words aloud, first slowly, then rapidly, and always distinctly.

13. Words Sometimes Mispronounced

Oral Exercise. Pronounce the following words after the teacher. When you know them well, pronounce them alone. Read the list aloud repeatedly.

exquisite	asparagus	subtle	tune
garage	cement	tribune	society
massage	trousseau	rinse	correspondence
barrage	archway	perhaps	human
promenade	archbishop	digest	humor

Dictionary Work. Look up several of these words in the dictionary. Notice there the division into syllables, the hyphen (-) between syllables, the accent (′), and the information about each word that the dictionary offers. Select one of the words and use it in a sentence that will entertain the class.

* 14. Case: Additional Uses of Nouns and Pronouns in Sentences

A. Nouns as Independent Elements in Sentences

The use of a noun as an independent element in a sentence is illustrated in the following sentences:

1. *Boy*, you do not dó your work well.
2. *Boy!* if he only knew what I would do for him!
3. *Mr. Arnold*, may I speak with you a moment?
4. *Mr. Arnold!* how we all loved the man!

In the first sentence the noun *Boy*, followed by a comma, shows that somebody is speaking or calling to the boy. We say that the noun *Boy* is used **independently in address.** In the third sentence the noun *Mr. Arnold* is used independently in address.

But in the second sentence the noun *Boy* is an exclamation. In the fourth sentence the noun *Mr. Arnold* is used **independently in exclamation.**

Exercise. In the sentences that follow pick out the nouns used as independent elements, and tell which are independent in address and which are independent in exclamation:

1. Friends, Romans, countrymen, lend me your ears.
2. Ladies and gentlemen, I have the honor to introduce Mr. Brown.
3. Oh thunder! I don't care what the difficulties are.
4. All right, Bill, I'll go with you.
5. A car! you're joking. No one would give us a car.
6. Jones, take this man in charge.
7. Great, jumping Jehoshaphat! who comes here?
8. Dr. Jekyll, can you tell us where to find Mr. Hyde?
9. Shades of Barnum and Bailey! what shall we see next!
10. Good Hamlet, cast thy nighted color off.
11. Welcome, Horatio; — welcome, good Marcellus.
12. Kennedy, hold his hands; and you, Baker, hold his feet.
13. George! George himself! where did you drop from, George?
14. But, my dear friend, consider the consequence.

A noun used independently in address or independently in exclamation is said to be in the **nominative case.**

B. Possessive Nouns and Pronouns Not Denoting Possession

These sentences show that nouns or pronouns in the possessive case have other uses besides that of indicating possession:

1. The *day's* business was soon finished.
2. *Lincoln's* election was a fortunate event.
3. He lived a *stone's* throw from the river.
4. The *team's* defeat did not discourage us.
5. *His* loss of weight worried him.

This use of possessive nouns or pronouns denotes *connection* rather than *possession*. We can hardly say that the election *belonged* to Lincoln, in the second sentence, or, in the fourth, that the team *owned* the defeat.

Exercise. In the following sentences pick out the nouns that are in the possessive case. Do they all denote possession? Which denote connection?

1. When the day's work was over, we hurried to our friend's room.
2. He stood an arm's length from the desk.
3. The boy's record was surprisingly good.
4. The crowd's anger turned against the boy's father.
5. Our army's flight could be easily explained.
6. The child's bashfulness amused the class.
7. The man's health was poor.
8. The man's physician recommended a month's rest.

A noun or a pronoun used in the possessive form to denote connection is said to be in the **possessive case.**

C. Joint and Separate Possession

1. Joint possession of a thing by several persons is shown by adding the possessive sign to the last name only. Thus:

England, France, and Russia's alliance.
Royce and Russell's Arithmetic. (Royce and Russell are co-authors.)
Buck and Milliken's Drug Store. (Buck and Milliken are partners.)

2. Separate possession of like things by several persons is shown by adding the sign of possession to the name of each. Thus:

England's, Germany's, and China's interests
Webster's and Worcester's dictionaries
Do you prefer Cooper's or Hawthorne's novels?

3. Often ambiguous, awkward, or ill-sounding expressions of possession may be avoided by substituting a prepositional phrase for the possessive. Thus:

The alliance of England, France, and Russia. (BETTER THAN: England, France, and Russia's alliance.)

The dictionaries of Webster and of Worcester. (BETTER THAN: Webster's and Worcester's dictionaries.)

Do you prefer the novels of Cooper or of Hawthorne?

The speech of the senator from Iowa. (BETTER THAN: The senator from Iowa's speech.)

The name of the founder of this institution. (NOT: The founder of this institution's name.)

D. NOUNS USED LIKE ADVERBS

The italicized nouns in the following sentences illustrate the use of nouns as adverbial modifiers:

1. John sold his bicycle this *morning*.
2. He was out of school a *month*.
3. The tree is fifty *feet* high.
4. He drove *miles* further into the woods.
5. He works many *hours* daily.

It is plain that **a noun may be used like an adverb to modify a verb, an adjective, or an adverb.**

When nouns are used as adverbial modifiers they denote (like adverbs) place, time, manner, or degree; usually, however, they denote degree or measure.

Exercise. Point out in the following sentences the nouns used as adverbial modifiers, and tell what they modify. Tell whether they denote place, time, manner, or degree or measure.

1. The Boy Scouts marched through the woods Indian file.
2. The house was sixty feet long and thirty feet wide.
3. Please do not laugh that way.

4. He went home last night.
5. Could we not have the meeting an hour sooner?
6. He is nearly six feet tall.
7. I have waited for your reply a full week.
8. The little girl is only four years old.
9. They lowered it a degree more gradually.
10. He crawled on his hands and knees the whole distance.

A noun used as an adverbial modifier in a sentence is said to be in the **objective case.**

E. Adjective Uses of Nouns and Pronouns

A noun may be modified by another noun or by a pronoun. In the following sentences the nouns and pronouns in italics are used like adjectives:

1. The farmer built a *horse* barn.
2. The *house* boat lay at anchor.
3. The invalid rested easily in the *wheel* chair.
4. *Frank's* cap lay on the *steering* wheel.
5. *Whose* book is this? It is *her* book.

15. Project: *Arbor Day Exercises*

A. Planning the Exercises

Early in May or late in April is the time for Arbor Day, a school holiday set aside in many of the states of this country for planting trees and shrubs. Would it not be a pleasant thing if your class planned special exercises for that day? Indeed, the class might very well plant a tree or vine of its own, with suitable speeches and ceremonies.

Oral Exercise. In a two-minute or three-minute speech tell your classmates how you think these class exercises should be conducted. The following questions may help you:

1. Shall the rest of the school be invited to attend? Shall your parents and all friends of the school be invited?

2. What shall be the program? How many speakers will you have, and how long is each one to speak?

3. Will you actually plant a tree or a shrub? Shall the exercises be held outdoors and shall the planting be a part of them?

4. Where shall the tree be planted?

5. What kind of tree will you plant, and where can such a tree be obtained?

B. Sending Invitations

Written Exercise. One way of getting outsiders to come to the exercises is for each pupil to write and send his own invitations. Another way is for the class to send out formal invitations, all alike. The former would be written as short friendly letters, the latter as formal notes. Perhaps both plans could be followed on this occasion. Write the invitations. Address the envelopes for these invitations.

C. The Exercises

Earlier in this chapter you were asked to plan and deliver a short talk at the make-believe planting of an apple tree, but now you are to speak at a real planting.

Oral Exercise. First, decide what you wish to say. You remember some of the thoughts that the planting of an apple tree suggested to Bryant. What thoughts does the planting of a tree by your class suggest to you? Next, arrange your thoughts in the best order you can. It would be well for you to give several preparatory talks, with this outline in mind, to friends of yours and to your parents. Then, when the time comes for speaking at the Arbor Day exercises, you will be likely to give a clear and satisfactory speech.

D. Writing a Report for the Newspapers

Written Exercise. Write a brief account of the Arbor Day exercises for the newspapers. Your account should give the name and location of the school, the name of its principal, and the names and addresses of the children who spoke. Newspapers require definite information of this sort in the news articles that they print.

Group Exercise. After the best three or four accounts have been chosen from all that are read aloud, these should be copied on the board or reread aloud slowly for class correction and improvement. After the class has discussed them, the one that seems most satisfactory should be rewritten and taken to the newspaper office. The following questions should be given particular attention in the criticisms of the accounts:

1. Are all the nouns and pronouns in the composition used correctly?
2. Can more suitable nouns be substituted for some of those used by the writer?
3. Is the composition clearly and correctly divided into paragraphs?
4. Are the words, including the proper nouns, correctly spelled?

16. Practice: Capitals and Punctuation Marks

Exercise. Reread the forty-seven rules in the Appendix. You already know these, most of them very well, but study the examples once more, in order to be prepared to explain any rule the teacher may ask for and to give examples of your own for it. This means study particularly those few rules that you do not yet know very well.

Test. Write a passage from dictation. Then, when it is read again, this time with capital letters and punctuation marks indicated, correct any errors you find in what you have written.

Exercise. 1. Now read the corrected passage aloud, indicating and giving the reason for the capital letters and punctuation marks.

2. In the same way read other passages that you are asked to write from dictation.

3. Compare your present record for errors in writing from dictation with your records of a year ago.

* 17. Case: Summary

Case is the relation of a noun or a pronoun to other words in the sentence.

That is, as we have learned (pages 407–408), case indicates the use of a noun or a pronoun in the sentence. Accordingly, summing up the preceding two sections, we may make the following condensed statement:

I. The **nominative case** of a noun or a pronoun indicates the use of that noun or pronoun as follows:

1. As the subject of a sentence. Thus:

John is happy. *He* is successful.

2. As the predicate word in a sentence. Thus:

This is *John*. This is *he*. The boy was named *John*.

3. Independently in address. Thus:

John, where are you? *John*, please come here.

4. Independently in exclamation. Thus:

Poor *John*! he never returned.

5. As an appositive modifying a word in the nominative case. Thus:

He, *John*, did not answer immediately.

II. The **possessive case** of a noun or pronoun indicates the use of that noun or pronoun as follows:

1. To denote possession. Thus:

John's pencil lay on the table. *Whose* book is that?

2. To indicate connection. Thus:

He lived a *day's* journey from the mountain.
Help me, for *goodness'* sake.
They heard the *bugle's* clear call.
John's English, alas, was not the *King's* English.
The *man's* murder excited the whole city.

III. The **objective case** of a noun or pronoun indicates the use of that noun or pronoun as follows:

1. As the object (direct) of a verb. Thus:

I saw *John*. John saw *me*.

2. As the object of a preposition. Thus:

This letter is for *John*. The package is for *me*.

3. As the indirect object of a verb. Thus:

They gave *John* a present. They gave *him* a dog.

4. As an objective complement. Thus:

The manager appointed John *cashier*.

5. As an adverbial modifier. Thus:

We tramped *miles* that *day*.

6. As an appositive modifying a word in the objective case. Thus:

I saw him, *John*, in the game, and I am sure it was John.

Exercise. Use nouns and pronouns in sentences of your own to illustrate fully the meaning of the three cases explained above.

* 18. Parsing Nouns and Pronouns

To parse any word is to tell what part of speech it is, what its grammatical form is, and how it is used in the sentence.

A. Parsing Nouns

To parse a noun is to tell (1) what kind of noun it is; (2) what its form is (whether singular or plural; whether a possessive or not); and (3) what its use is in the sentence in which it is given.

Example. Lincoln told the soldier the story of the old colored man, Johnson.

Lincoln is a proper noun, in the singular number. It is the subject of the verb *told*. It is in the nominative case.

soldier is a common noun, in the singular number. It is the indirect object of the verb *told*. It is in the objective case.

story is a common noun, in the singular number. It is the direct object of the verb *told*. It is in the objective case.

man is a common noun, in the singular number. It is the object of the preposition *of*. It is in the objective case.

Johnson is a proper noun, in the singular number. It is used as an appositive, modifying the noun *man*. It is in the objective case.

Exercise. Following the model given above, parse the nouns in the sentences on pages 351–353.

B. Parsing Pronouns

To parse a pronoun is to tell (1) what kind of pronoun it is; (2) what word it represents (that is, its antecedent), if this word is given; (3) what its person, number, and gender are; (4) whether it is a subject, object, or possessive pronoun; (5) what its use in the sentence is.

Example. Who is the man whom he introduced to each of us?

Who is an interrogative pronoun, of the third person, singular number, masculine gender. It is used as the subject of the verb *is*. It is in the nominative case.

whom is a relative pronoun, representing the noun *man*. It is of the third person, singular number, masculine gender. It is used as the object of the verb *introduced*. It is in the objective case. It connects the dependent clause, *whom he introduced to each of us*, to the principal clause, *who is the man*.

he is a personal pronoun of the third person, singular number, masculine gender. It is used as the subject of the verb *introduced*. It is in the nominative case.

each is a word that may be used as an adjective or as a pronoun. It is here used as a pronoun. It is of the third person, singular number. It is the object of the preposition *to*. It is in the objective case.

us is a personal pronoun of the first person, plural number, masculine or feminine gender. It is an object pronoun and is used as the object of the preposition *of*. It is in the objective case.

Exercise. Parse the pronouns in the sentences on page 374.

19. Test in Applied Grammar

The following sentences contain common errors in the use of nouns and pronouns. These errors you have recently studied and reviewed. You ought to be able to pick them out and correct them without difficulty. Can you? There are thirty-seven in all.

Exercise. Point out and correct the errors in these twenty-five sentences.

1. i was in africa last year, but now i am in chicago.
2. There were two dishs in each of them boxs.
3. The attornies rode by on donkies.
4. The babys' crys attracted the mothers attention.
5. A cat has nine lifes.
6. Mens' hats for sale here; also ladie's hats.

7. The negros listened to the echos.
8. Whose there? Its me.
9. Who do you see?
10. Is it he who sent the letter?
11. That book is hers.
12. He is taller than me, but I am heavier than him.
13. He said so hisself.
14. Look at them boys treating theirselves to sodas.
15. The dog began to wag it's tail.
16. Who's book is this?
17. Give it to whomever raises his' hand.
18. Those kind of apples keep well.
19. This kind of cheese is expensive.
20. Every person has their faults.
21. Everybody should control their temper.
22. Two rider's had seen Johns' signal.
23. Its a pleasant day, but its a little cool.
24. It's the last day of the month, although it's the first day of the week.
25. Are you the boy whom I saw here last year? Yes, I am he.

Drill in Correct Use. 1. Read the preceding sentences aloud several times, indicating the corrections rapidly as you read and gradually increasing your speed with practice.

2. Read the following sentences aloud repeatedly, selecting the correct word for each as you read, and trying to do this with increasing skill:

1. This is (he, him). That is (her, she). This is (me, I).
2. To (who, whom) are you writing? (Whom, Who) are you writing to?
3. Neither of us is taller than (he, him).
4. It was (I, me) (whom, who) you saw.
5. It was (him, he) (who, whom) won the prize.
6. It was (she, her) (who, whom) we met on the street.
7. (Who, Whom) is the letter for? For (who, whom) is it?

8. Between you and (I, me) there can be no quarrel.

9. We are stronger than (him, he), though he is taller than (we, us).

10. Are you more economical than (he, him)? Is he more economical than (me, I)?

11. He is older than (she, her) but younger than (I, me).

12. She nodded to you and (I, me).

13. Is that (him, he)? Or is it (she, her)?

14. (Who, Whom) are they looking at?

20. What You Have Studied in This Chapter (Seven)

The following summary gives you a bird's-eye view of the chapter. The subjects are grouped under three headings: (I) Grammar; (II) Composition; (III) Review and Drill.

I. Grammar

* Abstract nouns (391)
* Collective nouns (391)
* Special plurals (393)
* Various facts about pronouns (400)
  - Intensives and reflexives (400)
  - The antecedent of a pronoun (400)
  - Person, number, and gender of relative pronouns (402)
* Case: uses of nouns and pronouns in sentences (406)
  - Nominative case (407)
  - Objective case (407)
  - Possessive case (407)
* Case: additional uses of nouns and pronouns in sentences (409)
  - Independently in address (409)
  - Independently in exclamation (410)
  - Possessive nouns and pronouns not denoting possession (410)
  - Joint and separate possession (411)
  - Nouns used like adverbs (412)
  - Adjective uses of nouns and pronouns (413)
* Case: summary (416)
* Parsing nouns and pronouns (418)

II. Composition

Letter writing (392)
PROJECT: *Playing at Business* (392)
Speaking from outlines: Vocational Problems (395)
Poem study: Martin, "An Apple Orchard in the Spring" (397)
PROJECT: *Public Recital by Teams of Pupils* (399)
Another poem study: Bryant, "The Planting of the Apple Tree" (403)
PROJECT: *Public Recital by Pupil Teams* (406)
PROJECT: *Arbor Day Exercises* (413)

III. Review and Drill

Review and test: common and proper nouns (390)
Review and test: kinds of pronouns (396)
Vocal drill (408)
Words sometimes mispronounced (409)
Dictionary work (409)
Practice: capitals and punctuation marks (415)
Test: dictation exercise (415)
Test in applied grammar (419)
Drill in correct use (420)

NOTE. The numbers in parentheses refer to pages.

CHAPTER EIGHT

ADVANCED GRAMMAR AND REVIEW: ADJECTIVES AND ADVERBS[1]

1. Review and Test: Adjectives

An adjective is a word used with a noun or a pronoun to point it out or to describe it. (26, 98)

Exercise. As a test of what you remember about adjectives, carry out the following directions:

1. Name a number of adjectives. Give more than one kind.

2. Compare *tall, short, small, little, much, good, bad, economical, dead.*

3. Name an error that is frequently made in the use of adjectives. Explain by means of a correct and an incorrect sentence.

4. Tell where you can find what you need to know in order to carry out correctly and fully the directions above.

5. Turn to the very pages in this book which will give you that information.

*2. Kinds of Adjectives

There are two classes of adjectives: (1) those, like *strange, green, Japanese,* that describe the words they modify; and (2) those, like *these, two, the, a, that, many,* that merely point out or tell how much or how many.

A descriptive adjective is an adjective that describes the noun or pronoun it modifies.

[1] The starred sections in this chapter and the following ones contain advanced technical grammar. See the "Time-Table and Teacher's Manual," written to accompany the present book.

A limiting adjective is an adjective that points out or tells how much or how many.

Limiting adjectives include the following kinds of words:

1. **The articles** *the* and *a* (or *an*).

2. **Numeral adjectives**; as, *three* boys, the *third* chapter, *eleven* players, the *eleventh* month, the *first* day.

Numerals are divided into two classes: (1) **cardinals**, which include all such adjectives as *one*, *two*, *three*, *four*, *ninety-nine*; and (2) **ordinals**, which include the forms *first*, *second*, *third*, *fourth*, *ninety-ninth*, and all others like them.

The cardinal numeral adjectives may be used as nouns. Thus:

1. If we have a famine, what will become of the *million*?
2. Two *twos* are four.
3. *Thousands* lost their lives in that attack.

3. **The adjective pronouns**; that is, about twenty-five words that may be used either as adjectives or as pronouns. If you have forgotten about these interesting words, turn to page 274. Among them are *this*, *these*, *that*, *those*, *each*, *both*, *some*, *any*, *all*, *few*, *many*, *either*, *neither*, *one*, *another*, *former*, *latter*, *more*, *most*, *same*, *much*.

This, *these*, *that*, *those*, are called **demonstratives**, because they *point out* persons, places, or things.

Any, *some*, *other*, *such*, and others are not so definite as the demonstratives and are therefore called **indefinites**.

4. **Interrogative and relative pronouns in certain uses.** Note the italicized pronouns in the following sentences:

1. *Which* book are you intending to read next?
2. I know *which* book you are intending to read next.
3. He sold *what* land he had and *whatever* lots he could buy.
4. The man *whose* name you speak is in the other room.
5. *Which* statement of his do you object to?

5. **Possessive adjectives**; that is, the possessive forms *my*, *your*, *his*, *her*, *its*, *our*, *their*, and *whose*, when these are used as adjectives. *My*, *your*, *our*, and *their* are always so used; but *his* and *whose* are sometimes used as adjectives, sometimes as pronouns. Observe the use of the words in italics in the following sentences:

1. I have *my* book, *your* package, *her* pocketbook, and *our* tickets.
2. *Whose* book is this? Is it *his* book? Is it *Frank's* book?
3. *Whose* is this book? This book is *his*.

Exercise. Referring if necessary to the classification above, tell what kind of adjective each one is, in the following sentences:

1. Those strange green birds are Japanese parrots.
2. A little boy touched their cage with the tip of his finger.
3. The first time, they paid no attention to him, but after two or three such approaches they chattered loudly.
4. Whose name did I hear? Whose voice was that?
5. I do not know whose book that is.
6. Three fair maidens sat on the lawn amid beds of crimson poppies.
7. They were gathering the brilliant flowers for a striking bouquet.
8. Some long poems are wearisome; some are too short.
9. I sat in dreamy peace on the quiet bank of our brown canal.

Troublesome words. The adjectives *like*, *near*, *nigh*, and *opposite* have often a prepositional use. Thus:

1. John is *like* James.
2. My house is *near* the library.
3. The bank is *opposite* the post office.

But notice their adjective quality in the following sentences:

1. Never in a *like* space of time had so many accidents happened.
2. A *near* view of the man was disappointing.
3. He is *nearer* and dearer to me than to any one else.
4. They rode rapidly away in *opposite* directions.

3. Selecting Suitable Adjectives

Poor speakers have, as a rule, a very small supply of adjectives at their command. Consequently they are compelled to use the same worn-out adjectives over and over again, which makes their speaking and writing uninteresting. Instead of live, clear, and really descriptive adjectives, slangy words are often employed which have been used so much that everybody is tired of hearing them. They are vague in meaning, dingy, and as unattractive as an alley cat.

One of these undesirable words is *some*, as used in expressions like "some story," "some car," "some dog."

Oral Exercise. 1. Suggest several suitable adjectives to take the place of the slang word *some* in the following expressions. Notice that it is usually difficult to tell exactly what *some* means in these expressions.

1. some fish	**6.** some hat	**11.** some old lady	**16.** some knife
2. some horse	**7.** some house	**12.** some girl	**17.** some ink
3. some elephant	**8.** some letter	**13.** some boy	**18.** some cake
4. some bird	**9.** some gun	**14.** some school	**19.** some suit
5. some ship	**10.** some noise	**15.** some team	**20.** some game

2. Name a slang word or expression that you often hear. Since you are now studying adjectives, let it be a slangy adjective, if you can think of one. Then suggest as many other words as you can that could be used in its place. Your classmates may help you to make the list a long one. Let this be written on the board and the best words in it underlined.

Drill in Correct Use. Read the twenty numbered phrases above, but instead of each "some" use a less colorless adjective. Read the twenty phrases repeatedly and rapidly, substituting the suitable adjectives with increasing skill. Try to surprise your classmates by using particularly fresh and appropriate adjectives.

Project. You and your classmates might go slang hunting every week or two. On that day be on the lookout for slang. When you hear it used, note it and bring the captured word or expression to school. There the class may make a long list of suitable words to take its place.

* 4. The Articles

There are two articles, *the* and *a* (or *an*).

Exercise. The following two sentences show the difference between *the* and *a*. Can you tell the difference in meaning between the two sentences?

1. *The* wedding occurred last week.
2. *A* wedding occurred last week.

In the first sentence it is clear that a particular wedding is spoken of. *The* makes it plain that not any wedding but this *definite* wedding is in mind. Hence *the* is sometimes called the **definite article.**

But in the second sentence there is no such definiteness. *A wedding* may be *any wedding*. We see that *a* leaves the matter very indefinite. Hence *a* may be called the **indefinite article.**

The article *a* sometimes has the form *an*.

An is used before words beginning with a vowel sound; *a* is used before words beginning with a consonant sound. Thus:

an express package	a package
an aviator	a European
an ounce	a history
an hour	a hustling fellow

Observe that *European*, in the list above, begins with the consonant sound *y*.

The word *hour* (like the word *ounce*) begins with a vowel sound. The *h* in *hour* is silent; therefore we say *an hour*. The

h in *history* is not silent; therefore we say *a history*. The *h* in *historical*, however, is not silent but nearly so: therefore we say *an historical lecture*. Notice the following correct usage:

an honorable man	a holiday
an honest fellow	a hot wave
an heir	a hotel
an herb	a halo
an heirloom	a hustler

The indefinite article had originally the numerical meaning of *one*. This fact explains why its omission from the following sentences is correct:

Do you like this sort of book? (NOT: this sort of *a* [*one*] book.)
What kind of animal is that? (NOT: What kind of *an* [*one*] animal is that?)

Oral Exercise. Use in sentences the words that are preceded by *an* in the lists above. Use similarly those preceded by *a*.

5. Explaining Things

Explanations should be (1) clear, (2) complete, and (3), if possible, brief. That is, (1) let there be no misunderstanding about what you say; (2) say all that is necessary; (3) throughout, avoid needless words, phrases, and sentences, and stop promptly when you have reached the end.

Oral Exercise. Explain the following as clearly, completely, and briefly as you can:

1. How to Sharpen a Lead Pencil
2. How to Sew On a Button
3. How to Spin a Top
4. How to Play Tag
5. How to Row a Boat
6. How to Drive a Horse

7. How to Open a New Book
8. How to Fold a Letter and Put It in the Envelope
9. How to Read the Time
10. How to Send a Telegram

Written Exercise. Write your explanation of one of the problems enumerated in the preceding exercise.

Oral Exercise. Find out how to do one or more of the following. Then explain it to the class.

1. How to Ventilate a Room
2. How to Plant and Cultivate Corn
3. How to Can Peaches
4. How to Bake Bread
5. How to Revive a Drowned Person
6. How to Play Basketball
7. How to Train a Dog
8. How to Take Care of an Automobile after a Long, Muddy Trip
9. How to Make Mother's Sewing Machine Run More Easily
10. How to Use a Milk and Cream Separator
11. How to Clean the Spark Plugs in an Automobile
12. How to Use a Corn Planter
13. How to Prime a Pump
14. How to Oil a Windmill
15. How to Grease the Axles of a Wagon
16. How to Spray Fruit Trees
17. How to Use a Chicken Incubator
18. How to Run a Furnace Successfully and Economically
19. How to Put Up a Wire Fence
20. How to Keep Apples, Potatoes, or Carrots over the Winter
21. How to Operate a Radio Receiving Set
22. How to Use Snowshoes
23. How to Lay Out a Baseball Ground
24. How to Take Care of a Rifle
25. How to Use a Thimble

* 6. Special Comparisons of Adjectives

Exercise. Turn to pages 105–108 and notice what is said there about the comparison of adjectives. Now, referring again if necessary to the pages just mentioned, compare the following adjectives:

long	thin	triumphant	many
wide	slim	beautiful	much
happy	slender	extensive	perfect
good	bad	circular	dead

The following special comparisons need be noted:

The forms *older* and *oldest* are used of either persons or things. But *elder* and *eldest* are used of persons only, and most commonly for persons of the same family. Thus:

> This tree is *older* than that one.
> Tommy Brown is *older* than Fred Jones.
> Mary is my *elder* sister; she is the *eldest* of us all.

The superlative form *next* means "the very nearest."

The superlative form *last* has a wider application than *latest*. *Latest* means the last in time; *last* means coming at the end, after all others, in *any* series. *Latest* is contrasted with *oldest*; *last* with *first*.

Less refers to quantity; *fewer* to number.

Latter is contrasted with *former*; *later* with *earlier*.

Further means beyond any point already reached or marked; *farther* means beyond a *far* point already reached or marked.

A few superlatives end in *-most*. Thus:

Positive	Comparative	Superlative
—	former	foremost
—	—	utmost, uttermost
top	—	topmost
northern	more northern	northernmost

Other superlatives of this kind are: *hindmost, inmost, furthermost, southernmost, easternmost, westernmost.*

Exercise. Use in sentences the following adjectives, which were discussed above:

next	oldest	northernmost	fewer
nearest	eldest	easternmost	less
last	further	latter	former
latest	farther	later	earlier

7. Comparing Things; Vocational Problems

Oral Exercise. Make a brief oral comparison between a watch and a clock; a strawberry and a blackberry; a road and a street; a pudding and a pie; work and play; an airplane and a balloon; a motorcycle and a bicycle; a Scotch collie and an English bulldog; a song sparrow and a bluebird.

In making comparisons it is usually best to state first the main particulars in which the two objects are alike, and then to call attention to the important differences.

Written Exercise. Put one or more of the foregoing comparisons in writing. Perhaps in each comparison your first paragraph will give the likenesses; your second, the differences.

Written Exercise. Learn all you can about the work of a physician and that of a carpenter. Then write three paragraphs comparing the two vocations. In the first tell about the life of the physician, his work, his rewards in money and satisfaction; in the second tell about the life of the carpenter, his work, his rewards in money and satisfaction; in the third tell which of the two vocations you should prefer, as far as your present knowledge goes, if you had to choose one or the other. Remember that both physician and carpenter are engaged in important work which needs to be well done.

Oral Exercise. Make similar comparisons between other vocations. The following list may suggest to you some comparisons that you would enjoy making:

teacher	mechanic	housekeeper	saleswoman
lawyer	engineer	dressmaker	artist
merchant	newspaper man	milliner	musician
tinsmith	newspaper woman	stenographer	chauffeur
farmer	trained nurse	bookkeeper	city fireman
plumber	cook	salesman	policeman
architect	telegraph operator	truck driver	forester
printer	telephone operator	veterinary	baker
motorman	bookbinder	watchmaker	waiter
conductor	proof reader	waitress	jockey
actor	dancing teacher	actress	acrobat

Oral Dramatization. 1. Let two pupils stand before the class and engage in conversation about two vocations. Let one pretend that he is a musician, another that he is a chauffeur. Each is to speak for his own calling. It should be remembered that the two callings may be compared in two ways. Thus, if the musician is a successful musician, and the chauffeur a successful chauffeur, these two might compare the good side of the one vocation with the good side of the other. If, on the other hand, both are unsuccessful, their conversation might be very different, the unpleasant sides of the two callings being compared with each other.

2. Let other pairs of pupils compare other vocations in the same way.

Project: ***Written Dramatization.*** Write a short play. Imagine that you have overheard a farmer and an inventor, or any other two workers, engaged in a dispute as to which one's work is the more important. Do both grow angry? Or is one convinced by the other? Invent a suitable ending.

8. Review and Test: Adverbs

An adverb is a word that modifies a verb, an adjective, or another adverb. (36, 124)

Exercise. 1. As a test of what you know about adverbs, explain the definition above and give examples of adverbs.

2. Explain how an adverb differs from an adjective. Do you know of any mistakes that are made by using an adverb for an adjective or an adjective for an adverb? Do you know where in this book such mistakes are pointed out?

3. Can adverbs be compared? If so, give an example.

4. Can you name any adverb that cannot be compared? Would *now*, *then*, and *there* be examples? Can you give others?

5. In the following five sentences are there any errors in the use of adverbs?

1. They lived very happily together ever after.
2. "Buy cheap and sell dear" was his motto.
3. Go slow, my boy, go slow.
4. Speak loud and distinctly.
5. Work hard and steadily.

* 9. Kinds of Adverbs

Adverbs may be divided into several kinds or classes, as follows:

1. **Adverbs of place** answer the question *Where?* Adverbs of this kind in common use are:

here	down	near	yonder	out
there	up	above	in	back
everywhere	far	below	behind	within

Exercise. Make short sentences containing adverbs of place.

2. **Adverbs of time** answer the question *When?* Some adverbs of time are:

now	never	again	hereafter
then	always	first	formerly
when	to-day	often	recently
soon	to-morrow	seldom	lately

Exercise. Make short sentences containing adverbs of time.

3. **Adverbs of manner** answer the question *How?* Examples of adverbs of manner are:

well	how	dear	frankly	easily	quietly
ill	thus	fast	honestly	politely	noisily
so	cheap	hard	bravely	impolitely	somehow

Many adverbs of manner can be formed by adding *ly* to adjectives. Thus:

swift	eager	pretty	punctual
swiftly	eagerly	prettily	punctually

Exercise. Form adverbs of manner by adding *ly* to adjectives, and use these adverbs in sentences.

4. **Adverbs of degree** answer the question *How much?* Adverbs of degree in common use are:

very	much	almost	enough	fully
too	little	most	scarcely	not
quite	so	more	exceedingly	nearly

Exercise. Make sentences containing adverbs of degree.

5. **Adverbs of cause.** Such words as *accordingly*, *hence*, and *therefore* are sometimes called adverbs of cause or reason.

6. **Adverbs of number.** Such adverbs as *next*, *first*, *once*, are called adverbs of number.

Some adverbs may belong to one class in one meaning and to another class in another meaning. The adverb *first*, for in-

stance, may be regarded either as an adverb of place or as an adverb of time. Thus:

My farm comes *first*; his lies beyond mine. (ADVERB OF PLACE)
The messenger arrived *first*; the clerk came later. (ADVERB OF TIME)

Exercise. Point out the adverbs in the sentences that follow, tell what kind each is, and what verb, adjective, or adverb it modifies:

1. He stood there and looked in.
2. She replied promptly and politely.
3. Shall we ever meet here again?
4. The time passed very slowly, too slowly, unbelievably slowly.
5. He ran faster, jumped higher, and kicked more accurately than anybody else in the game.
6. I was afraid and consequently ran exceedingly fast.
7. The door was opened gently once, then quickly closed again.
8. You do your work remarkably well.
9. Are you well to-day? You do not look well.
10. Here, now, quickly, and fully give your answer once for all.
11. I called once, I called twice; not one reply was heard.
12. I did not know that you were there then.
13. He always seemed foolishly sad.
14. Luckily I had not spent too much money.
15. He walked ahead; I walked behind.
16. She came nearer and talked louder.

7. **Yes and no.** *Yes* and *no* are classed as adverbs, but mainly because in their original sense they were adverbs. *No* meant "never," and *yes* is derived from the old adverb *yea* combined with the word *so*, *yea so* being equivalent to our modern *just so*.

In addition to the classes of adverbs listed above, there are relative adverbs and interrogative adverbs. These will be explained in section 11.

10. Selecting Suitable Adverbs

COMPLETION TEST

A Brahmin devised the game of chess to please a tyrannical king. The latter was __1__ pleased with the invention and __2__ promised any reward, however large. The Brahmin __3__ spoke thus: "My King, if you count the squares on the board __4__, you will find that there are sixty-four. As you offer me a reward, I ask that you will __5__ give me one gold coin for the first square, two for the second, and continue __6__, always doubling the number up to the last." "If your demand is so moderate," __7__ answered the king, "it will be __8__ satisfied. Make your calculation now, and bring it to me __9__." The Brahmin did so. The king's advisers checked the Brahmin's figures, found them correct, and __10__ showed them to the king. He was __11__ surprised to find that he had __12__ promised more than he could __13__ perform, and that he was not __14__ rich enough to pay the debt which he had so __15__ contracted.

Exercise. Notice the numbered blanks in the selection above. Each corresponds with a numbered list below. From each list choose the most suitable adverb or adverbial phrase for the blank to which the list refers.

Some of the adverbs, of course, are only fairly suitable for the blanks for which they are listed. These you will discard. Try each of the others in turn, until actual trial of all convinces you that you have hit upon the very best ones.

1	2	3
much	readily	cunningly
greatly	willingly	shrewdly
well	eagerly	wisely
unspeakably	effusively	artfully
beyond words	enthusiastically	sagaciously
highly	gladly	craftily
extravagantly	glibly	diplomatically

4	5	6
carefully	graciously	thus
accurately	kindly	at this rate
correctly	generously	in this manner
exactly		accordingly
truly		in the same manner
attentively		so

7	8	9
rashly	without difficulty	soon
thoughtlessly	easily	quickly
carelessly	soon	immediately
unthinkingly	gladly	swiftly
imprudently	willingly	instantly
impetuously		presently
lightly		directly

10	11	12
wonderingly	greatly	unfortunately
hesitatingly	immeasurably	foolishly
timidly	unspeakably	unhappily
reluctantly	considerably	haplessly
irresolutely	hugely	unluckily
uncertainly	completely	in an unlucky moment
fearfully	extremely	in a foolish moment
doubtfully	exceedingly	in a thoughtless moment

13	14	15
in all eternity	nearly	incautiously
in a lifetime	by any means	recklessly
till doomsday	approximately	carelessly
in an age	anywhere nearly	imprudently
soon	even to a small extent	rashly
in years	not in a little measure	giddily
in all time		indiscreetly

* 11. Relative and Interrogative Adverbs

A. Relative Adverbs

Some adverbs do more than modify.

Exercise. 1. Examine the following sentence and name the principal clause and the dependent clause:

This is the house where Dickens was born.

2. Omitting the adverb *where*, read the sentence. Does the adverb *where* seem to be a kind of connecting word? What clauses does it bring into relation with each other? Can you use the words *and there* for *where*? What, then, is the twofold use of *where* in the sentence?

Adverbs that do the work of both adverbs and conjunctions are called **relative adverbs.** Some of those in common use are: *where*, *when*, *how*, *why*, *before*, *after*, *till*, *until*, and, when they denote time, *while*, *since*, and *as*.

Exercise. Point out the relative adverbs in these sentences and tell what they modify and what clauses they connect. Tell which is the principal clause and which the dependent clause in each sentence.

1. Before I went fishing with him I really did not know him.
2. Attend to this matter after you have done your other work.
3. I saw him when he threw the ball.
4. Roger Williams founded in Rhode Island a colony where all men were welcome.
5. When he reached the camp of Massasoit, the Indian chief kindly furnished him with a wigwam for the winter.
6. Men who had been persecuted elsewhere on account of their religion were glad to go to Rhode Island, where they were allowed to worship as they pleased.
7. When La Salle sailed down the Mississippi River, he explored it in the interests of France.

8. The place where the French planted their first settlement in Canada was called Quebec.

9. When La Salle sailed for Canada with a heart ready to brave any danger he was only twenty-three years of age.

10. He pushed on to the Saint Joseph River, where he built a fort.

A relative adverb is an adverb that connects a dependent clause with a principal clause and is similar in its use to a relative pronoun.

B. Interrogative Adverbs

Adverbs that are used to introduce questions are called **interrogative adverbs.** The most common of these are: *where*, *when*, *how*, and *why*.

These sentences illustrate the use of interrogative adverbs:

Where are you going? *When* shall we start?
How did it happen? *Why* does he stay away?

An interrogative adverb is an adverb that is used in asking questions.

12. Drill in Correct Use

Oral Exercise. As you read the following sentences aloud repeatedly, select the correct word for each. When you can do this with certainty, read more rapidly, but always distinctly.

1. He didn't sing (no, any) more.
2. I cannot play (any, no) longer.
3. He didn't do (nothing, anything).
4. Isn't he (never, ever) coming?
5. Isn't he coming here (no, any) more?
6. I haven't (any, no) money.
7. The bride looked (beautifully, beautiful).
8. I never saw (one, none) more beautiful.
9. Her voice sounded (sweetly, sweet).
10. Are you stronger than (he, him)?

11. He is the (strongest, stronger) of (those, them) two boys.
12. I like (that, those) kind of people.
13. He never knew (any, no) better.
14. Speak (soft, softly) and look (wisely, wise).
15. How (deliciously, delicious) that honey tastes!

13. Vocal Drill

Exercise. 1. Stand erect, take a full breath, and exhale slowly and steadily, sounding *moo*, *mah*, *mee*, and *moh* softly as long as the breath lasts. Go up and down a full tone and back.

2. Do the same as 1, except to take two full-tone steps up and back and two down and back.

3. Read the following words distinctly, first whispering them, then speaking them aloud:

hosts	shrimps	lengthened	listen
ghosts	attempts	strengthened	glisten
chasms	thousandths	clothes	christen

14. Words Sometimes Mispronounced

Oral Exercise. Pronounce the following words after the teacher. Then read the entire list aloud several times, distinctly, rapidly, and correctly.

presentiment	government	brougham	pincers
parliament	governor	recognize	licorice
margarine	mediocre	vaudeville	pumice
oleomargarine	reveille	cemetery	precedence
indecorous	obligatory	brigand	apparatus

Dictionary Work. Consult the dictionary about those words above that are new to you. Review their pronunciation and learn their meaning. Use the words in sentences to give information or entertainment to your classmates.

15. Practice and Test: Capitals and Punctuation Marks

Dictation Exercise. Study the following interesting letter, which was written by a well-known writer of stories to excuse his boys' absence from school. Note the capitals and the punctuation marks; then write it from dictation.

1400 Delaware Avenue
Indianapolis, Indiana
May 20, 1916

Mr. Wendell S. Brooks
The Brooks School for Boys
Indianapolis, Indiana

Dear Sir:

It is with deep regret that I am obliged to report that my two boys, Meredith and Lionel, were taken seriously ill to-day, just after luncheon. We hurriedly summoned the doctor, who, after a brief examination, pronounced their malady well-marked and clearly defined circusitis. When I was a lad, I too suffered every spring from this painful disease. It is not uncommon, I understand, about the time the green comes back in the trees and the lilacs bloom in the dooryard.

Our physician prescribed the usual remedy in such cases — an afternoon under a large tent, close to elephants, zebras, rhinoceri, and hippopotami.

I am glad to say that this treatment proved successful and that both boys are now in prime condition.

In these circumstances I beg that you will excuse their unavoidable and regrettable absence from school.

Yours sincerely,
Meredith Nicholson

P.S. The boys had a bully good time.

Correction Exercise. Compare your letter with the letter as printed in the book and correct your mistakes.

* 16. Parsing

1. Parsing Adjectives. To parse an adjective is to tell (1) its kind, (2) its degree (if comparative or superlative), and (3) its use in the sentence.

Example. A scalded dog is afraid of cold water.

A is the indefinite article (an adjective), used to modify the noun *dog*.

scalded is a descriptive adjective, used to modify *dog*.

afraid is a descriptive adjective, used as the predicate word after the verb *is*.

cold is a descriptive adjective, used to modify the noun *water*.

2. Parsing Adverbs. To parse an adverb is to tell (1) what kind of adverb it is, (2) what it modifies, and (3) if it is not in the positive degree, whether it is in the comparative or the superlative degree.

Example. He ran faster when he saw his rival gaining steadily.

faster is an adverb of manner; it is in the comparative degree; it modifies the verb *ran*.

when is a relative adverb; it modifies the verb *saw* and connects the adverbial clause, *when he saw his rival gaining steadily*, with the principal clause, *He ran faster*.

steadily is an adverb of manner modifying the word *gaining*.

Exercise. Parse the adjectives and the adverbs in the following sentences:

1. Tom Walker, who was a graduate of the Webster School, politely asked a friendly neighbor for a position in his office, which was one of the largest in the city where Tom lived.

2. When this man heard Tom's application for a position, he made an answer that gave Tom little hope.

3. I may give you a job when you are able to write a business letter which contains no mistakes in spelling, in punctuation, in letter form.

4. Tom, who had never paid much attention to letter writing, at once re-read his old grammar, which now, strangely enough, rapidly became a very interesting book.

5. While he was studying those chapters that gave all the rules and model letters, he also spent much time in writing all sorts of letters and correcting them.

6. Besides this, he put in the newspaper an advertisement which explained his schooling and his wishes.

7. When the next day's mail arrived, Tom received a letter which was from the very man who had discouraged him.

8. In reply Tom wrote him the most careful letter that he had written in his life.

9. He studied every sentence in it and every word and mark that might possibly be incorrect.

10. When it was finished, he copied and mailed it and waited eagerly for the reply.

11. They stumble that run fast.

12. Smooth runs the water where the brook is deep.

13. I shall never forget the kindness that you showed me.

14. While they slept an enemy came.

15. He is well paid that is well satisfied.

16. The man who never makes mistakes never makes anything.

17. Test in Applied Grammar

Many errors are made in the use of adjectives and adverbs. You have studied these, and you know where to find the pages in this book on which they are pointed out and explained. The following sentences contain forty common mistakes in the use of these two parts of speech:

1. Oh, I think that japanese music sounds beautifully!

2. He drove along very careful in his new car.

3. I never knew no one who laughed so queerly.
4. Hear them dogs barking loud.
5. John and James are both strong, but John is the strongest.
6. These sort of apples taste very sweetly.
7. New York is larger than any city in the United States.
8. There is some boys who like machinery and tools.
9. There isn't nothing more to be said.
10. He sang the most loudest of them all.
11. I never told nobody what you said.
12. I told nobody not a thing that you told me.
13. The man acted strange and odd.
14. He appeared strange and odd.
15. "Go slow, buy cheap, sell dear, talk loud" was his practice.
16. He was dreadfully annoying but awfully funny.
17. It most took my breath away.
18. I only saw Mr. Brown on Tuesday.
19. I saw Mr. Brown on Tuesday only.
20. Though the road is rough, that new french car rides beautiful.
21. She sure looks good, and she sings good.
22. He arrived sudden and unexpected.
23. He sure can drive a car.
24. He did it easy, and he did it good.
25. Them people haven't no kind of business here.
26. He is sleeping sound and breathing soft.
27. Sure you can use my car, but drive careful.
28. He most fell into the water.
29. I felt badly last night, but I feel pretty good now.
30. I haven't had no practice in them new tricks.

Exercise. Point out, explain, and correct the errors in the sentences above.

Drill in Correct Use. To get the bad taste of the bad grammar out of your mouth read the preceding sentences aloud repeatedly, correcting them as you read and reading faster as you become surer of the correct forms.

18. What You Have Studied in This Chapter (Eight)

The following summary gives a comprehensive view of the contents of the chapter. The topics are grouped under three headings: (I) Grammar; (II) Composition; (III) Review and Drill.

I. Grammar

* Kinds of adjectives (423)
* The articles (424)
* Special comparisons of adjectives (430)
* Kinds of adverbs (433)
* Relative and interrogative adverbs (438)
* Parsing (442)

II. Composition

Selecting suitable adjectives (426)
    Project: *Going Slang Hunting* (427)
Explaining things (428)
Comparing things; vocational problems (431)
    Project: *Writing and Acting a Play* (432)
Selecting suitable adverbs (436)
    Completion test (436)

III. Review and Drill

Review and test: adjectives (423)
Review and test: adverbs (433)
Drill in correct use (439, 444)
Vocal drill (440)
Words sometimes mispronounced (440)
    Dictionary work (440)
Practice and test: letter form, capitals, and punctuation marks (441)
    Meredith Nicholson, letter on circusitis (441)
Test in applied grammar (443)
    Drill in correct use (444)

Note. The numbers in parentheses refer to pages.

CHAPTER NINE

ADVANCED GRAMMAR AND REVIEW: VERBS AND VERBALS [1]

1. Review and Test: Linking Verbs and Transitive Verbs

Exercise. To show that you understand the three following definitions, give three sentences and point out the verb in each. Tell how you know that it is a verb and the kind of verb you say.

A verb is a word that asserts something — usually an action — about a person, place, or thing. (29, 290)

A linking verb is a verb that links the subject of the sentence to a word in the predicate which describes or explains the subject. (76, 293)

A transitive verb is a verb that expresses action which is received by some person or thing. (88, 291)

Exercise. Pick out the linking verbs in the following sentences and explain why you call them linking. In the same way point out and explain the transitive verbs.

1. Where did your daughter learn these useful household arts?
2. The brave sailors of the fifteenth century discovered America by accident.
3. The noise of the city became a low, steady rumble.
4. The reign of Queen Elizabeth seems long and glorious.
5. Trouble and war seemed very near, and everybody feared the consequences of a mistake.

[1] The starred sections in this chapter and the preceding three contain advanced technical grammar. See the "Time-Table and Teacher's Manual," written to accompany the present book.

* 2. Complete Verbs

As you know, a linking verb is followed by a predicate word, and a transitive verb is followed by an object.

Now, there is a third kind of verb. This verb is followed neither by a predicate word nor by an object. It makes a complete predicate without either of these followers. Hence it is called a **complete verb.**

Observe the complete verbs in the sentences below:

1. The children *laughed.*
2. The clouds *scattered.*
3. The dog *barked.*
4. Summer *had begun.*
5. The politician *scowled.*

Complete verbs, like any other verbs, may be modified by adverbs or adverbial phrases. Thus:

1. The children laughed heartily over the story.
2. The clouds scattered rapidly that June morning.
3. The dog barked angrily at the stranger.
4. Summer had begun at last after many delays.
5. The politician scowled with annoyance when he heard the news.

A complete verb is a verb that of itself can make a complete predicate.

The verb *is* is sometimes used as a complete verb.

1. God *was, is,* and ever *shall be.*
2. I think; therefore I *am.*
3. Whatever *is,* is right.
4. There *will be* much suffering.
5. There *have been* hardships.

Impersonal verbs are complete verbs.

Exercise. 1. Read the following sentences:

1. It is raining.
2. It is storming.
3. It snowed all day.

2. What is the subject of each sentence? What is the meaning of this *it*? To whom or to what does *it* refer?

It is clear that, in such sentences as those above, the subject *it* stands for no person or thing. It may be called an **impersonal subject,** and the verb that goes with it, an **impersonal verb.**

Exercise. In these sentences four of the verbs are linking, three are transitive, and six are complete verbs. Point them out.

1. The story goes on for fifty pages more.
2. It is fairly exciting, but it seems long.
3. The hunter misses the trail in the storm.
4. He is hungry.
5. A wolf lives in that cave.
6. When he awakes, he sees the wolf.
7. He shoots wildly in the morning twilight.
8. The wolf escaped into the forest.
9. A bear appeared on a rock.
10. The bear appeared sleepy, and he did not notice the hunter.

3. Review and Test: Voice

Exercise. 1. Do you remember an interesting fact about transitive verbs — that they have two voices? They say the same thing in two different ways. Give two sentences that show this two-voiced peculiarity.

2. In the sentences below point out the verbs that are in the active voice.

1. The bear was killed by the Indian.
2. The Indian killed the bear.

3. The boy varnished the walnut table.
4. The walnut table was varnished by the boy.
5. The dress was ironed by the girl.
6. The girl ironed the school dress.
7. The nurse carried the baby.
8. The baby was carried by the nurse.
9. The man was bitten by the strange dog.
10. The strange dog was shot by the man.

3. Pick out the verbs that are in the passive voice.

4. If you find that you cannot tell the voice of a verb easily, turn to the word *Voice* in the Index of this book. There you will learn the pages on which this subject was explained. Study those pages and refresh your memory about this matter.

4. Project: *Protests, Debates, Speeches*

In the early colonial days of Massachusetts, over one hundred years before the Revolutionary War, there lived a powerful Indian chief whose name was King Philip. He hated the white settlers. He saw them growing in numbers and power; he saw them gaining possession of more and more of the land; and he realized that they were slowly but surely driving his people from their homes and hunting grounds. One of the bloodiest of all Indian wars is called King Philip's War. You can find an account of it in your histories. This war was King Philip's fierce and well-planned attempt to wipe out the white settlements and to win back Massachusetts for the red man.

In the speech that follows, Edward Everett tries to give an explanation of the Indian chief's bitter and unending hatred of the settlers. In words that King Philip himself is supposed to have spoken, Edward Everett tries to help us to understand the Indian's way of looking at the struggle between the red man and the white man.

White man, there is eternal war between thee and me! I quit not the land of my fathers but with my life. In those woods, where I bent my youthful bow, I will still hunt the deer; over yonder waters I will still glide unrestrained in my bark canoe. By those dashing waterfalls I will still lay up my winter's store of food; on these fertile meadows I will still plant my corn.

Stranger, the land is mine! I understand not these paper rights. I gave not my consent when, as thou sayest, these broad regions were purchased for a few baubles of my fathers. They could sell what was theirs; they could sell no more. How could my father sell that which the Great Spirit sent me into the world to live upon? They knew not what they did. The stranger came, a timid suppliant, few and feeble, and asked to lie down on the red man's bearskin, and warm himself at the red man's fire, and have a little piece of land to raise corn for his women and children; and now he is become strong, and mighty, and bold, and spreads a parchment over the whole, and says, it is mine.

Stranger, there is not room for us both. The Great Spirit has not made us to live together. There is poison in the white man's cup; the white man's dog barks at the red man's heels. If I should leave the land of my fathers, whither shall I fly? Shall I go to the south, and dwell among the graves of the Pequots? Shall I wander to the west, the fierce Mohawk — the man-eater — is my foe. Shall I fly to the east, the great water is before me.

No, stranger; here have I lived, and here will I die; and if here thou abidest, there is eternal war between me and thee. Thou hast taught me thy arts of destruction; for that alone I thank thee; and now take heed to thy steps, — the red man is thy foe. When thou goest forth by day, my bullet shall whistle by thee; when thou liest down at night, my knife is at thy throat. Thou shalt plant in terror, and I will reap in blood; thou shalt sow the earth with corn, and I will strew it with ashes; thou shalt go forth with the sickle, and I will follow after with the scalping-knife; thou shalt build, and I will burn, till the white man or the Indian shall cease from the land. Go thy way for this time in safety; but remember, stranger, there is eternal war between thee and me.

EDWARD EVERETT

Oral Exercise. 1. What does the Indian chief say in the first paragraph? What reason does he give in the second paragraph for not being willing to leave the land that the white settlers have bought? What additional reason does he give in the third paragraph? What is the meaning of the last paragraph?

2. Which of the four paragraphs is the most thrilling? Which sentence or sentences do you like best in that paragraph? Which sentence or sentences do you like best in each of the other paragraphs?

3. Read the opening sentence of each paragraph. Does it sum up the paragraph? Does it give you the key to the paragraph?

4. Memorize this speech.

Group Exercise. 1. You and your classmates may now plan a reply to the speech of the Indian chief. First of all, the teacher standing at the board will write briefly every promising suggestion that you have to offer for the reply. Then each suggestion may be discussed by the class. Is it to the point? How can it be improved? How can it be expressed with force?

2. Using the ideas that the preceding exercise has developed, make an outline for your reply to King Philip. Compare your outline with those made by your classmates.

3. Write the first sentence for each paragraph of your reply. Make it as interesting and effective a sentence as you can.

Oral Dramatization. Make believe that you and some of your classmates are the early settlers of Massachusetts. You have asked King Philip to come to the town hall to discuss peace. He arrives with several followers. Several pupils play that they are these Indians. In reply to the settlers' proposals for peace, King Philip delivers the speech that you memorized several days ago. Then you and several other pupils who are white settlers make replies to his speech. For these replies make use of the outlines and opening sentences that you prepared in the preceding exercise.

Oral Exercise. 1. Go to the public library and by consulting reference books find interesting facts about the Indians. Report these to the class in a formal talk, or speech, of several minutes. You could describe their customs (for example, the snake dance or the sun dance), or their ideas of heaven, or their ways of dressing. Perhaps the class would be best entertained if you told the story of the life of a famous Indian chief, like Powhatan, Pontiac, Tecumseh, Black Hawk, Geronimo, Red Jacket, or Sitting Bull.

2. Take part in a debate with your classmates on the question whether it was right for the white man to drive the Indian from the land that was his when the white settlers arrived. You may have to do some outside reading to prepare for this debate.

Written Exercise. 1. Did you ever read about the conquest of Mexico by Cortes or the conquest of Peru by Pizarro? Had these adventurers any right to fight the peoples they conquered? Find out about these events in early American history. Or find out about the different ways in which the colonies dealt with the Indians. Then tell your classmates what you have learned.

2. Should you like to write a letter to the class as if you were Montezuma, or a citizen of ancient Peru, or a North American Indian, telling what Cortes or Pizarro or the colonists did that you think unfair? Before writing, make sure of your facts by consulting a good history.

* 5. Auxiliary Verbs in Special Verb Phrases

You have already learned that a verb phrase consists of a principal verb and one or more helping verbs. Thus, in the phrase *was wounded*, *wounded* is the principal verb and *was* is the helping verb. Helping verbs are also called **auxiliary verbs**, which means the same thing.

The helping, or auxiliary, verbs are *is* (in all its forms), *have, has, had, shall, will, may, can, must, might, could, would, should, do, did.*

Various useful verb phrases are made with the aid of these auxiliary verbs.

A. Emphatic Verb Phrases

PRESENT TENSE

Singular	Plural
1. I do see	1. We do see
2. You do see	2. You do see
3. He does see	3. They do see

PAST TENSE

Singular	Plural
1. I did see	1. We did see
2. You did see	2. You did see
3. He did see	3. They did see

Emphatic verb phrases have only two tenses, the present and the past. They have no passive forms.

In questions and in negative statements the helping verb *do* loses its emphatic character. Thus:

Do you go there very often?
I do not believe that I have been there.

Exercise. Change the verbs in the following sentences to emphatic verb phrases, being careful to keep the tense of each verb unchanged:

1. I like this old place.
2. He enjoyed the book his father gave him.
3. He ate all those crackers.
4. I saw him yesterday.
5. He studies.
6. He studied.
7. He worked.
8. She works.
9. The boy went to the fair.

B. Progressive Verb Phrases

Exercise. What is the tense of each verb in the following two sentences? Do the sentences have the same meaning? Which expresses the thought that the action was still in progress in past time?

1. I studied the book. 2. I was studying the book.

In the first sentence the verb, *studied*, merely asserts a past action. But the verb phrase, *was studying*, in the second sentence, asserts this action as actually going on or in progress in past time. Such a verb phrase is called a **progressive verb phrase.**

The following progressive verb phrases are all in the present tense:

Singular	Plural
1. I am studying	1. We are studying
2. You are studying	2. You are studying
3. He is studying	3. They are studying

The principal verb in every progressive verb phrase ends in *-ing*. This *-ing* form of the verb, which you will study more fully later, is called the **present participle.**

The other tenses of progressive verb phrases are formed like the present tense above. The present participle of the principal verb is preceded by some form of the verb *is*. Observe the verb phrases in the following sentences:

1. The motorcycle policeman *is waiting* at the corner. (Present Tense)

2. While he *was standing* there, automobiles *were passing* up and down the boulevard. (Past Tense)

3. *Will* he *be waiting* at the same corner to-morrow? (Future Tense)

4. I *have been studying* shorthand for the last two months. (Present Perfect Tense)

Exercise. Change the verbs in the following sentences to progressive verb phrases. Thus:

The actor *studied* his part.
The actor *was studying* his part. (*Was studying* is a progressive verb phrase.)

1. One night a fox prowled about a farmer's hencoop.
2. A hen roosted high up beyond his reach.
3. The farmer's dog came toward the coop.
4. The wind and the sun disputed which was the stronger.
5. A man and his son went with their donkey to market.
6. The conductor collects the fares.
7. At that time the young man boarded the car.
8. A fox looked up at a bunch of grapes.
9. While he works, I play; while I work, he plays.
10. Shall you go to town soon and buy Christmas presents?

C. Phrases with *May*, *Can*, and *Must*

1. Verb phrases formed with *may* (past tense, *might*) express permission or possibility. Thus:

May I *go* to the game? (Permission)
My father *may take* me to the office. (Possibility)
It *might have been.* (Possibility)

2. Verb phrases formed with *can* (past tense, *could*) express ability. Thus:

Any studious child *can do* this.
Can you *climb* that tree?
I *could climb* it a year ago.

3. Verb phrases formed with *must* express necessity. Thus:

I *must go* — We *must go*
You *must go* — You *must go*
He *must go* — They *must go*

D. Phrases with *Should* and *Would*

The fact that *should* is the past tense of *shall*, and *would* the past tense of *will*, will help us in our use of these two words. Observe the following correct forms:

1. I *should* be more careful of my health if I were you.
2. I *would* carry out that plan at any cost if I were you. (Determination)
3. I *would* help you, but I cannot. (That is: I have the *will* to help you.)
4. I *should* like to attend that lecture.
5. *Should* you catch cold if you wore no hat? No, I should not.
6. *Would* you go to Paris if you had the chance? Yes, I would. (That is: I have the *will* to go.)

In dependent clauses *shall* and *should* are used in all three persons except when the subject is thought of as willing or being willing, when *will* and *would* are correct. Thus:

1. Let us try to finish the job before he shall return.
2. If anybody shall object to our plan, we shall argue his objections away.
3. Though you *should* escape, your brother will remain our prisoner.
4. If they *should* help us, we should succeed.
5. It is not strange that John *should* study hard.
6. If he *would* only get to work, all might be forgiven.

6. Review and Test: Tense, the Principal Parts

Exercise. 1. To show that you remember what you learned about the six tenses, give six sentences, each containing the verb *see* in a different tense. If you cannot do this, review those pages earlier in this book that explain the six tenses. The numbers of those pages are given in the Index after the word *Tense*.

2. Name the tense of each of the following verbs or verb phrases:

1. I go
2. I went
3. I have gone
4. You will go
5. They had gone
6. We shall have gone
7. You had done
8. He will have done
9. They will do
10. We did
11. He has done
12. He does

The **principal parts** of the three verbs used above, *see*, *do*, and *go*, are:

see	saw	seen
do	did	done
go	went	gone

Exercise. 1. In what tense or tenses is the first of the three principal parts of the verbs used? The second? The third?

2. Which of the three principal parts is *always* used (1) after the helping verbs *have*, *has*, and *had*; (2) after the helping verb *is* (in all its forms), that is, in the passive voice of a verb?

There is a list of the principal parts of verbs given in the Appendix of this book, in order that you may consult it when necessary. It may be necessary in the following game.

Game. This game is played like an old-fashioned spelling match. Pupils do not spell words, however. Instead, they fill the blanks in the following sentences with the principal parts of verbs.

Before the game begins, the teacher should put at least fifty common verbs, such as *see*, *do*, *come*, *ring*, *sing*, *drink*, *go*, *lie*, *lay*, *sit*, on the front board. Then in the center of the board should be written the following incomplete sentences:

1. He —— now.
2. He —— yesterday.
3. He will —— to-morrow.
4. He has —— to-day.

The blanks in those sentences are to be filled with the proper principal parts of the verbs listed on the blackboard.

Each pupil, when his turn comes, takes the verb that follows the one which has just been used, and fills the above blanks with the correct principal parts of that verb. It is evident that all the principal parts of each verb are brought into play.

If the verb needs an object or predicate word, this too should be supplied by the pupil.

All transitive verbs should be used also in the passive voice, which means filling the additional blanks below:

5. It is —— to-day.
6. It has been —— to-day.

7. Drill in Correct Use

Oral Exercise. Read the following sentences repeatedly, selecting the correct form of the verb for each as you read, and trying to read without hesitation and with increasing sureness and ease:

1. I (saw, seen) you at the bank.
2. You (were, was) at the cashier's desk.
3. I have often (gone, went) to that bank.
4. (Was, Were) you ever there before?
5. Who (done, did) this? What have they (did, done)?
6. Has he (brung, brought) the mail yet?
7. Has he (rang, rung) the bell yet?
8. Have you ever (drunk, drank) this mixture?
9. Your package has (came, come) at last.
10. (Were, Was) you (to, at) home yesterday?
11. He has (sung, sang) over the radio before.
12. (Sit, Set) by the fire and tell me what you (was, were) thinking.
13. The song was (broadcasted, broadcast) from Chicago.
14. Have you ever told or (written, wrote) any one what you (did, done) on that trip?

15. They (hung, hanged) the spy who had (seen, saw) the maps and had (wrote, written) the letter of information.

16. Who (brung, brought) this package here?

17. When did you last have your picture (taken, took)?

18. They have (ate, eaten, et) up all the candy.

19. He (hadn't ought, ought not) to go there alone.

20. Tell me what you have (saw, seen) and what you have (did, done).

8. Vocal Drill

Exercise. 1. Stand erect, take a full breath, exhale slowly, and sound *oo-ah*, *oo-ee*, *oh-oo*, *oh-ee-ah* softly as long as the breath lasts. Repeat and repeat.

2. Do the same as in 1, but go up one or two tones and back and down one or two tones and back, alternating in this way while the breath lasts. Repeat several times.

3. Read aloud a stanza or two from poems you have recently studied.

9. Words Sometimes Mispronounced

Oral Exercise. Pronounce these words and polite phrases after the teacher. Then read the list aloud several times, rapidly, distinctly, and correctly.

extraordinary	clothes	secretary	envelope
orchestra	tedious	direct	dictionary
yesterday	Good evening	news	How are you?
yes	Good morning	says	Thank you
no	How do you do?	yellow	Thanksgiving Day

Dictionary Work. How long will it take you to find one column of these words in the dictionary? Select one of the words you have looked up and use it in an interesting sentence. Perhaps you can make up a comical sentence for the amusement of your classmates.

10. Vocational Problems

A. The Work I Intend to Do When I Am Grown Up!

Oral Exercise. Tell your classmates in a two-minute talk what you intend to do when you are grown up. Before beginning to speak, decide what you will speak of first, what second, what third, and so on.

Written Exercise. Write a letter to a classmate, telling what you would do when you are grown up, *if you could do anything you pleased.* Let no one know what you are writing until you read your letter aloud.

Group Exercise. Three or four of these letters should be copied on the board so that they may be criticized by the class. In these criticisms the following questions are to the point:

1. Are heading, greeting, and ending correctly written and punctuated?
2. Did the writer put down as sentences any groups of words that are not sentences?
3. Are there any errors in the use of verbs?
4. Can more suitable verbs be substituted for any in the letter?

B. Applying for a Position

THE BOY WHO RECOMMENDED HIMSELF

A gentleman advertised for a boy to assist him in his office, and nearly fifty applicants presented themselves to him. Out of the whole number he selected one and dismissed the rest.

"I should like to know," said a friend, "on what ground you selected that boy, who had not a single recommendation."

"You are mistaken," said the gentleman, "he had a great many. He wiped his feet when he came in and closed the door after him, showing that he was careful. He gave his seat instantly to that lame old man, showing that he was kind and thoughtful. He took off his cap when he came in and answered my questions promptly, showing

that he was polite and gentlemanly. He picked up the book, which I had purposely laid on the floor, and replaced it on the table, showing that he was orderly whereas all the rest stepped over it; and he waited quietly for his turn, instead of pushing and crowding. When I talked to him I noticed that his clothing was tidy, his hair neatly brushed, and his finger nails clean. Do you not call these things letters of recommendation? I do." — Ella Lyman Cabot, "Ethics for Children" (Adapted)

Oral Exercise. When you apply for a position, what does your possible employer wish to know about you? Is he interested in your age? Your health? Your father? Your record at school? Your ideas about work? Why is he interested in these matters?

Written Exercise. Suppose that you are planning to apply for a position for the summer months. You find that the man cannot give you time to talk to him. "Write me what you have to tell me," he says. Write this letter applying for the position you want. Make it brief, for he is a busy man; but omit nothing important that might induce him to employ you. Make an outline first. Remember that penmanship, spelling, and punctuation may tell him more about you than what you say.

* 11. Mood

In the following three sentences there are three forms of the verb *is*. Each may be said to indicate the mood in which the speaker uttered the sentence.

1. This statement *is* true.
2. If this statement *were* true, I should punish him.
3. *Be* sure of it before you act.

The verb *is*, in the first sentence, is used to assert a fact. In the second sentence *were* expresses a condition that is contrary to fact (the speaker is merely supposing something that he thinks is contrary to actual fact).

In the third sentence the form *be* expresses a command.

These three different ways that verbs have of making assertions are called their moods.

There are three moods:

1. The **indicative mood**, in which a verb states something as a fact (or as believed to be a fact).

2. The **subjunctive mood**, in which a verb expresses what is not actual but only thought of and doubtful, or only wished, or possibly even contrary to fact.

3. The **imperative mood**, which is the mood of command, direction or instruction, and request.

Observe the following sentences:

1. I *am going* to the theater. (*Am going* is in the INDICATIVE MOOD.)

2. If I *were going* I should take you. (*Were going* is in the SUBJUNCTIVE MOOD.)

3. *Go* to the play and *tell* me about it. (*Go* and *tell* are in the IMPERATIVE MOOD.)

A. THE SUBJUNCTIVE OF THE VERB *Is*

The subjunctive mood has very few forms that are different from the corresponding forms of the indicative mood.

The verb *is* is more commonly used in the subjunctive mood than any other verb and has the greatest variation of forms from the indicative. But the subjunctive of even this verb differs from the indicative in only a few forms.

The entire present tense subjunctive of *is* differs from the indicative. Thus:

PRESENT TENSE

SINGULAR		PLURAL	
Indicative	*Subjunctive*	*Indicative*	*Subjunctive*
1. I am	1. I be	1. We are	1. We be
2. You are	2. You be	2. You are	2. You be
3. He is	3. He be	3. They are	3. They be

The past tense of the subjunctive of *is* has two important points of difference in form from the indicative. Thus:

PAST TENSE

Singular		Plural	
Indicative	*Subjunctive*	*Indicative*	*Subjunctive*
1. I was	1. I were	1. We were	1. We were
2. You were	2. You were	2. You were	2. You were
3. He was	3. He were	3. They were	3. They were

The only other difference in form between the subjunctive of *is* and the indicative of *is* appears in the present perfect tense, the third person singular form. Instead of the indicative form *he has been*, we have the subjunctive form *he have been*. Thus:

If he really *have been* here, he *has left* no trace of the fact.

In all other tenses the two moods of the verb *is* have exactly the same form.

B. The Subjunctive of Verbs Other Than *Is*

In other verbs the subjunctive has the same forms as the indicative, except in the third person singular of the present and of the present perfect.

1. The indicative of the third person singular, present, is:

he loves, he sees, he obeys, he goes, he walks

The subjunctive of the third person singular, present, is:

he love, he see, he obey, he go, he walk

2. The indicative of the third person singular, present perfect, is:

he has loved, he has seen, he has gone, he has walked

The corresponding subjunctive forms read:

he have loved, he have seen, he have gone, he have walked

C. Voice and Mood

There are no other differences between the forms of the two moods in the active voice. In the passive voice, since the passive voice of a verb is formed with the verb *is*, we have the variations that we have already seen in present, past, and present perfect tenses of the verb *is*.

D. Summary

Exercise. 1. Give two sentences containing the verb *see* in the indicative mood. Explain.

2. Give three sentences containing the verb *do* in the subjunctive mood. (Suggestion: Begin with the conjunction *if* the clause containing the subjunctive verb.) Explain.

3. Give three sentences containing the verb *go* in the imperative mood. Explain.

Exercise. Thirteen verbs in the following sentences are in the subjunctive mood. Point them out, tell their tense, number, and person, and try to explain the shade of thought and feeling that the subjunctive form expresses in each instance.

1. If he fail in his attempt, he will make another attempt.
2. If he be dishonest, we shall discover it.
3. If he be honest, he need have no fear.
4. If I were a millionaire, I should be no happier than now.
5. Though he were ten times as old, he should not escape punishment.
6. If he have been unfair, he will atone for it.
7. Though he walk a mile, he will not find it.
8. Though he have walked a mile, he has not found it.
9. Oh, that he were here in this time of trouble!
10. If the ghost appear to-night, we will speak to it.
11. Oh, that I be given another chance at the same difficulty!
12. If he have ever seen a ghost, why has he not spoken of it?
13. He should speak, though it kill him.

12. Making Stories from Headlines

Oral Exercise. Read the following headlines, most of which have been collected from recent newspapers. Which one interests you most? Invent a story for that one and tell your story to your classmates. It may be that several pupils will tell totally different stories for the same headline.

1. HOUSE SAVED FROM FIRE BY CHILDREN
2. LOCKED IN HIS OWN HOUSE
3. ASLEEP AS HIS TRAIN LEAVES STATION
4. STOLEN AUTOMOBILE MYSTERIOUSLY RETURNED
5. BOYS LEARN TO SEW
6. BOY ELECTROCUTED WHEN HE CLIMBS ELECTRIC-LIGHT POLE
7. BOY LOST FOUR DAYS
8. MISTAKES HER SON FOR BURGLAR
9. BELGIAN NURSE DECIDES TO BECOME UNITED STATES CITIZEN
10. OUTING FOR TWO THOUSAND "LITTLE ITALY" CHILDREN
11. STRANGE VESSEL SEEN ON THE MISSOURI
12. THREE GIRLS DROWNED
13. LOSES HIS LIBERTY BOND; FINDS FRIEND
14. MOST POPULAR PATIENT ESCAPES HOSPITAL
15. LAUNCH OVERTURNS
16. DECORATED FOR BRAVERY
17. AUTOMOBILE ACCIDENT ON COUNTRY ROAD
18. BOY LOCKED IN PUBLIC LIBRARY OVERNIGHT

Project. Let each pupil bring to class several headlines such as are suitable for use in story-making. Many can be found in newspapers. Old newspapers are preferred. Let each headline be written on a slip of paper and placed in a hat or jar. Each pupil draws one of these slips from the hat. Then, as if he were a newspaper reporter asked to have his "copy" ready in twenty minutes or half an hour, he writes at once and rapidly as enter-

taining a tale as he can invent for the headline. All the stories are to be read aloud to the class, who will pass on them as an editor might.

* 13. Participles

The following two groups of three sentences each illustrate the twofold nature of participles:

1. The *whistling* youngster moved noisily down the road.
2. We watched the *fighting* animals.
3. The *playing* children made much noise.

4. The youngster, *whistling* a tune, moved noisily down the road.
5. We watched the animals *fighting* their keeper.
6. The children, *playing* their games, made much noise.

In sentences 4, 5, and 6, above, we have words which modify nouns as if they were adjectives, and which at the same time are followed by objects as if they were verbs. They seem to be *part* adjectives and *part* verbs. Such words are called **participles** (*part*-iciples).

The chief classes of participles are present participles and perfect participles.

The **present participle** ends in *-ing* and describes an action as taking place at the same time with some other action. As:

I listened, *wondering* all the while what he wanted.
Whistling, and *humming* tunes, he worked at his bench.

The **perfect participle** denotes completed or perfected action.[1] Many perfect participles end in *d* (or *ed*).

These sentences contain perfect participles:

Beaten on their own soil, they surrendered.
Finished at last, the painting was offered for sale.
I have *finished*, you have *finished*, he has *finished*.

[1]The *perfect participle* is called the *past participle* by some grammarians.

It is the perfect participle that we use in forming the perfect tenses of the verb. The perfect participle is the third of the three so-called principal parts of a verb. As:

I give, I gave, I have given. (*Given* is the perfect participle.)

Exercise. In the sentences that follow pick out the participles and tell whether each is present or perfect, and what it modifies:

1. The boy, called Shorty, delighted in the name.
2. Spoken slowly, the lines were most impressive.
3. Laughing boisterously, he left the room.
4. The smiling girl made no reply.
5. The animal, scared and cringing, uttered no sound.

There are six participles. We need not memorize these; for, knowing the present and perfect participles, we shall have little difficulty in recognizing the four others as participles, though we may not be able to give them their exact names. They are given here for reference:

THE ACTIVE FORMS

Present participle	*seeing*
Present perfect participle	*having seen*
Progressive perfect participle	*having been seeing*

THE PASSIVE FORMS

Perfect participle	*seen*
Present perfect participle	*having been seen*
Progressive perfect participle	*being seen*

A participle may be added to a noun or a pronoun as a modifier to form with it an adverbial phrase telling the time or the cause or the circumstances of the action asserted by the verb of the sentence. Thus:

1. *The time for his address arriving*, he rose from his seat.
2. *This being the last day*, we hurried to the Fair Grounds.
3. *My chance approaching*, I made ready to leap aboard.

4. *The gates opening then*, we rushed in together.

(Observe that the participle in each of these adverbial phrases modifies the noun or pronoun in the phrase, and that the whole phrase modifies the verb of the sentence.)

5. *My curiosity awaking*, I followed him into the house.

6. We gave up the trip, *our trunks not arriving*.

7. *Our work done*, we went into the street.

Exercise. Rewrite each of the preceding sentences, changing the adverbial phrase into an adverbial clause without altering the meaning of the sentence. Thus:

The time for his address arriving, he rose from his seat.
When the time arrived for his address, he rose from his seat.

A participle is a verb form that partakes of the nature of an adjective.

CORRECT USE

It should always be clear what word a participle modifies, or else the meaning of the sentence may not be clear. Thus, in the sentence

Walking to school, a furniture wagon broke down,

the participle *walking* has no word to modify. It surely does not modify *furniture wagon*. Who is it that is walking to school? The sentence does not say. We need to add a word that the participle can modify. Thus:

Walking to school, the *boy* saw the furniture wagon break down.

Now *walking* is no longer dangling in the air. It is firmly attached to *boy*, which it modifies.

Exercise. 1. Complete each of the following imperfect sentences by giving the dangling participle a noun or a pronoun to modify and by making other necessary changes:

1. Going to the grocery, the handle of my basket broke.
2. Watching the animal, the rifle went off unexpectedly.
3. Going down town to-day, an accident happened.
4. Sitting on the porch, the thunderstorm was soon over.
5. Looking up at the sky, an airplane flew by.
6. Having eaten our lunch, the train started again.
7. Using a sharp knife, my finger was cut.
8. Being careless, the library book was mislaid.
9. Listening to him, the time quickly passed.
10. Working all morning, the yard was put in order.

2. Make sentences beginning with the following groups of words, each of which contains a participle:

1. Laughing aloud
2. Singing merrily
3. Making another effort
4. Trying once more
5. Having put on my hat
6. Feeling bright and happy
7. Looking into the window
8. Thanking you for past favors
9. Missing my friend
10. Having drunk the milk
11. Eating the sandwich
12. Hoping to hear from you soon
13. Hoping for the best
14. Wishing you success
15. Promising to call soon
16. Trusting that this explanation is satisfactory
17. Looking forward to your reply

14. Study of a Picture

Oral Exercise. Bring to school a full-page picture that you have found in a monthly magazine or on the cover of a weekly periodical. Choose a picture about which you can make up a story. Tell this story, but not the title of it.

When you have told your story to the class, they will try to select your picture from a number that the teacher will show them.

Project. It is much fun to make a class picture book. Each pupil writes a description of himself, and this description (after the class has suggested improvements and it has been rewritten)

forms one page of the book. As the teacher reads each description aloud, the class tries to tell who wrote it. All the descriptions may be bound in a cover, on which may be printed this title:

THE CLASS PICTURE BOOK

* 15. Gerunds

Gerunds resemble present participles in that they always have the ending *-ing*.

Exercise. Observe the italicized words in the eight sentences below and tell how each is used in its sentence:

1. *Talking* is forbidden.
2. Talking *noisily* is forbidden.
3. Talking *politics* is forbidden.
4. *Noisy* talking is forbidden.
5. *Shooting* requires skill.
6. Shooting *accurately* requires skill.
7. Shooting *quail* requires skill.
8. *Accurate* shooting requires skill.

A study of the preceding eight sentences shows that *talking* and *shooting* may be used as subjects and may be modified by adjectives — as if they were nouns; they may also be modified by adverbs and may take objects — as if they were verbs; and they resemble present participles in form, that is, in ending in *-ing*.

Such many-sided words, which are part noun and part verb and have the *-ing* ending of present participles, are called **gerunds.**

Exercise. In the following sentences the words in italics are gerunds. Tell the use of each one, and if it has modifiers and is followed by an object, name these.

1. *Walking* is good exercise.
2. Rapid *walking* is good exercise.
3. *Walking* rapidly is good exercise.
4. *Seeing* the world was his occupation that year.
5. *Looking* into the matter proved no easy task.
6. *Working* at night and *sleeping* while others were at work did not suit him.
7. He enjoyed *reading* good books.
8. When it came to *doing* something difficult, James was always the boy who was wanted.
9. This was *asking* too much.
10. *Returning* cautiously to the river bank was harder than we had expected.

It is easy to distinguish between the gerund and the present participle if we remember that while they have exactly the same outward appearance, the gerund partakes of the nature of a verb and of a *noun*, and the present participle partakes of the nature of a verb and of an *adjective*.

Distinguish between the gerunds and the present participles in the following sentences:

1. Sitting in a large armchair and reading his favorite author, Smith did not care how much it stormed outdoors.
2. Sitting in a large armchair and reading his favorite author was Smith's greatest pleasure.
3. Climbing the mountain, Rip was soon beyond the sounds of the village.
4. Climbing the mountain was difficult.
5. We saw him climbing the mountain.
6. He enjoyed climbing the mountain.
7. We had heavy shoes for climbing the mountain.
8. After thinking the matter over, I gave him some money.
9. Thinking the matter over, I decided to give him some money.
10. Being poor is no disgrace.
11. Being poor, he could not afford to go.

12. This is what comes of being lazy.
13. Thinking quickly helped him out of the difficulty.
14. Thinking quickly, he leaped into the cold water.
15. Reading, writing, and arithmetic kept him studying most of the day.

CORRECT USE

Since a gerund partakes of the nature of a noun, it may be modified by a possessive noun or pronoun. Thus:

1. The *boy's* whistling annoyed the teacher. (NOT: The *boy* whistling annoyed the teacher.)
2. *Mary's* whispering annoyed the teacher. (NOT: *Mary* whispering annoyed the teacher.)
3. *My* whispering annoyed the teacher.
4. *His* and *her* whispering annoyed the teacher.

Exercise. From the two words in parentheses choose the correct one for each of the following sentences:

1. I did not know of (his, him) going.
2. Did you hear of (us, our) planning the surprise?
3. I wonder if they remember (me, my) sending the letter.
4. The (pipe, pipe's) bursting caused the damage.
5. The (man, man's) shouting warned the boys off the ice.
6. Do you remember (his, him) telling us the news?
7. Think of (their, them) forgetting us.
8. I like to remember (you, your) writing me when I could not be at school.
9. He told of the (girls, girls') whispering in the hall.
10. We were sure of the (teacher, teacher's) coming.

Drill in Correct Use. When you know well which words to choose for the sentences above, read the ten sentences aloud repeatedly, selecting the correct word for each as you read. Gradually increase your speed, but always read distinctly.

Exercise. Use these words in sentences, first as gerunds, then as present participles:

running	digging	fishing	being	writing
laughing	having	hunting	wishing	riding

The gerund has other forms besides the common one that is identical with the present participle. Some of these are rarely or never used. They are given here for reference.

THE ACTIVE FORMS

Present	*giving*
Progressive present	*being (out) giving*
Present perfect	*having given*
Progressive perfect	*having been giving*

THE PASSIVE FORMS

Present	*being given*
Present perfect	*having been given*

That these are true gerunds may be seen by using them in sentences. Thus:

Having been giving aid proved a pleasant memory.

Having been given a new master was a fact Uncle Tom could not doubt.

Being out walking with you is a great pleasure.

THE GERUND AS PART OF A COMPOUND NOUN

A gerund, like any other noun, may be used as the adjective element of a compound noun. Thus we say *horse barn, street car, house boat,* and we may say also *sewing machine, running track, writing fluid,* meaning "machine for sewing," "track for running," "fluid for writing."

In this connection the distinction between the gerund and the present participle may be made to yield much amusement. For instance, in the compound noun *eating place, eating* is (as in all

these compound nouns) a gerund. If *eating* were here the present participle, an *eating place* would mean a "place that is eating." Similarly, a *drinking glass* would mean a "glass that is drinking," a *milking stool* a "stool that is milking," a *hunting coat* a "coat that is hunting." Notice the difference between a *sleeping boy* and a *sleeping car*, between a *singing bird* and a *singing teacher*, and consider that a *moving van* may be standing still, and that a *riding horse* may not be riding at all but walking on its own four feet with a rider on its back.

Game. 1. Answer the following questions. Thus, the fifth question may be answered in this way: "No, a bathing cap does not bathe. It is a cap *for* bathing." Look out for one of the questions; it is a catch question.

1. Does a smoking jacket smoke? If not, why is it called a smoking jacket?
2. Does a dining room dine?
3. Does a drawing board draw? If not, why is it called a drawing board?
4. Does a reading room read?
5. Does a bathing cap bathe?
6. Does a dressing gown ever dress?
7. Does a thinking cap ever think?
8. Does a rolling stone ever roll?
9. Does a skating cap ever skate?
10. Do playing cards ever play?

2. Now make up questions of your own like those above, and ask your father or mother to answer them. Introduce an occasional catch question. Use expressions like the following:

driving gloves	camping outfit	sleeping porch
writing paper	swimming lessons	dancing teacher
laughing gas	voting booth	ironing board

A gerund is a verb form that partakes of the nature of a noun.

16. Writing a Book Review

Oral Exercise. 1. What kind of stories do you like best? Who is your favorite author?

2. If a friend of yours has read a book of which you know nothing, and tells you that he liked it very much and that you should read it, what questions should you ask him about it?

3. Should you want him to tell you the whole story? Should you want him to tell you how it ends? Should you want him to tell you how it begins?

Group Exercise. Write a list of questions to ask about a new book that you think you may want to read. Read this list to your classmates and listen to theirs. Then, together with the other pupils, make up the best list you can. Leave out all foolish and unimportant questions. As you decide on one suitable question after another, the teacher will write it on the board.

Project. The teacher will ask each pupil to read a book for the purpose of letting his classmates know whether they would care to place it on their vacation reading list.

Using the questions that were prepared in the preceding exercise, write a short account of the book you have read. Such an account is called a book review. As you write, remember that its purpose is to help your classmates to a true opinion of the book.

* 17. Infinitives

Infinitives are full of surprises for us after our study of the more staid and regular kinds of words. In fact, they are a little more many-sided even than gerunds, which they resemble.

Exercise. Is there any difference in meaning between the words in italics in sentences 1 and 2, on the following page? Between those in sentences 3 and 4? Between *to speak* (an infinitive) and *speech* (a noun)?

1. *To sleep* soundly is a good preparation for another day.
2. Sound *sleep* is a good preparation for another day.
3. *To work* hard is to succeed.
4. Hard *work* is success.
5. *To speak* plainly sometimes requires courage.
6. Plain *speech* sometimes requires courage.

We see that an infinitive, like a noun, may be the subject of a sentence. Before concluding, however, that it is simply another kind of noun let us examine it further in other sentences.

Exercise. 1. Point out the infinitives in the sentences that follow and tell what part of the sentence each is:

1. To speak the right word *at the right time* requires good judgment.
2. To read good *books* is to prepare *wisely* for life.
3. To eat good *food* is a boy's delight.

2. Explain the use of each italicized word or group of words.

It appears from these sentences that an infinitive, like a noun, may be the subject of a sentence and, like a verb, may have both an object and adverbial modifiers. An infinitive, then, like a gerund, partakes of the nature of a noun and of a verb.

But we have not yet heard the whole story of the infinitive. In addition to being sometimes used as a noun and sometimes modified like a verb, an infinitive may be used as an adjective modifier of a noun and as an adverbial modifier of a verb, adjective, or adverb.

The following sentences illustrate these uses:

This was my chance *to say* a word. (Adjective modifier of the noun *chance*)

His desire *to see* the game was strong. (Adjective modifier of the noun *desire*)

He arose *to go*. (Adverbial modifier of the verb *arose*)

The prisoner was afraid *to speak*. (Adverbial modifier of the adjective *afraid*)

He was anxious *to find* the lost book. (Adverbial modifier of the adjective *anxious*)

I am happy *to be* here. (Adverbial modifier of the adjective *happy*)

He is old enough *to know* better. (Adverbial modifier of the adverb *enough*)

The infinitive may have the following noun uses in addition to those already explained:

a. As an appositive, explaining the pronoun *it*; as:

It is impossible *to send* you this book to-day.
It will be unwise *to trust* these strangers with our secrets.

b. As the object of a transitive verb; as:

She wished *to study* music.
The man wanted *to eat*.

The infinitive may also be used as the verb in an infinitive clause; as:

I expected him *to go*.
He wished me *to win*.

We see, then, that the infinitive has many and different uses.

An infinitive is a verb form that partakes of the nature of a noun, of an adjective, and of an adverb.

The preposition *to*, which for convenience is regarded as a part of the infinitive and commonly precedes it, has lost its prepositional character and is called the **sign of the infinitive.**

The infinitive has the following forms:

THE ACTIVE VOICE

Present	*to give*
Present perfect	*to have given*

THE PASSIVE VOICE

Present	*to be given*
Present perfect	*to have been given*

CORRECT USE

I. As a rule no modifier should be permitted between *to* and the infinitive. Thus:

I ask you *to do* this *quickly*. (NOT: *to quickly do* this)
He tried *to work* it out *exactly*. (NOT: *to exactly work* it out)
He hopes *to depart immediately*. (NOT: *to immediately depart*)

II. Avoid using *and* for *to* in such sentences as "Try to do it."

Try *to* do right. (NOT: Try *and* do right.)
Try *to* win. (NOT: Try *and* win.)

III. Avoid ending a sentence with *to* instead of with the whole infinitive. Thus:

Do as I told you *to do*. (NOT: Do as I told you *to*.)
We visited there and we intend *to visit* there again. (NOT: We visited there and we intend *to* again.)

IV. Observe the following correct forms:

I hoped *to go*. (NOT: I hoped *to have gone*.)
I meant *to do it*. (NOT: I meant *to have done* it.)
I planned *to call* on you. (NOT: I planned *to have called* on you.)
I should have liked *to go*. (NOT: I should have liked *to have gone*.)
I should like *to have gone*.
I expected *to go*.
I should have been glad *to go*.

V. Notice the italicized pronouns in the following sentences. They show the correct use of pronouns in infinitive clauses.

1. He knew it to be *me*. (NOT: He knew it to be *I*. But, "He knew that it was *I*" is correct.)
2. She thought him to be *me*. (NOT: She thought him to be *I*. But, "She thought that he was *I*" is correct.)
3. I know the lecturer to be *him*. (NOT: I know the lecturer to be *he*. But, "I know that the lecturer is he" is correct.)

18. Practice and Test: Capitals and Punctuation Marks

Exercise. Write the following selection from dictation, inserting capital letters and punctuation marks where you think they are needed. Then the teacher will read the selection a second time, indicating the capitals and punctuation marks, in order that you may discover your errors. Draw a line under each error, but there should be none.

A nearsighted old gentleman lost his hat in a sudden gale. Swiftly it rolled along the ground before the wind. The old gentleman started in hot pursuit, but the best he was able to do was to keep it in sight. At last, however, during a lull in the windstorm, he managed to gain on it. Yes, there it was, in a yard behind a high fence. Scrambling over with great difficulty, he started to chase it afresh; but each time he thought he had caught it, it slipped away again and out of reach.

Then a woman's angry voice broke on his ears. "What are you doing there?" she demanded shrilly.

He explained mildly that he was only trying to catch his hat.

"Your hat!" she cried. "Well, I don't know where your hat is; but that's not a hat you're chasing; that's our little brown hen."

* 19. Parsing

1. Parsing Verbs. To parse a verb is to tell (1) what kind of verb or verb phrase it is; (2) whether it is in the active or the passive voice; (3) what its principal parts are; (4) what its tense, person, and number are; (5) what its subject is.

Example. If I may hear the great violinist, I shall be pleased.

The transitive verb phrase *may hear* is formed with the helping verb *may*. It is in the active voice, its object being the noun *violinist*.

The principal parts are *hear, heard, heard.* It is in the present tense, first person singular, to agree with its subject *I.*

shall be pleased is a transitive verb, in the passive voice. Its principal parts are *please, pleased, pleased.* It is in the future tense, first person singular, to agree with its subject *I.*

2. Parsing Participles, Gerunds, Infinitives. To parse a participle, a gerund, or an infinitive is to tell (1) that it is a participle, a gerund, or an infinitive, and (2) what its use is in the sentence.

Example. "I wish to go; but going means to leave you here working alone."

to go is an infinitive; it is used as the object of the verb *wish.*

going is a gerund; it is used as the subject of the verb *means.*

to leave is an infinitive; it is used as the object of the transitive verb *means.*

working is a participle; it is the present participle of the verb *work* and is used as an adjective modifier of the pronoun *you.*

Exercise. Parse the verbs, the participles, the gerunds, and the infinitives in the following sentences:

1. This is a book to read and to read again.
2. It was not possible to forget that ringing speech.
3. Music is said to be the speech of the angels.
4. The tumult and the shouting died.
5. The cooking naturally preceded the eating.
6. They took a walking trip through the Ozarks.
7. I am surprised to see you doing such things.
8. I am surprised at your doing these things.
9. To speak indistinctly is to miss being understood.
10. Seen from the outside, the house looked shabby.
11. Singing and working, she passed the summer happily.
12. Walking is good exercise.
13. Do you sell writing fluid and writing paper?

14. The sleeping boy heard nothing of the accident to the sleeping car.
15. I am happy to see you looking well.
16. I saw my chance to obtain a desirable position.
17. They wanted to take a trip to Italy.
18. The boy wished to win the prize.
19. Seeing is believing.
20. There's nothing like trying except succeeding.
21. He asked me to go with him on the skating party.
22. The hope to succeed inspired her.
23. He hoped to succeed, and he feared to fail.
24. She did her ironing on the ironing board.
25. Long hoped and worked for, the prize at last was his.
26. Try to forget this annoyance.
27. Try to find a comb for me at the Racket Shop.
28. Heaven help us to escape this danger.
29. If this be a fact, what can we do?
30. If I were you, I should apologize.
31. If you were in the wrong, you should say so.
32. I expected the speaker to explain this matter.
33. I had asked him to explain it.
34. He had a chance to explain it.
35. He did not even try to explain it.
36. Clearly remembered, his voice was recognized at once.
37. The dancing bear appeared before the dancing teacher.

20. Test in Applied Grammar

Exercise. In the following fifteen sentences there are twenty-four errors in the use of verbs. These are common errors, which you have studied and should recognize without difficulty. Find them and correct them.

1. I was there, and I seen what they done.
2. Some day we will no longer be young.
3. Neither of those two foolish boys like history.
4. He don't know any better.

5. Every rat and mouse were ordered to be killed.
6. Has John came home yet and drank his medicine?
7. He has went out again.
8. I seen by the papers that the airships was seen yesterday.
9. Eating our lunch, the horse kept up a steady trot to town.
10. Help! I will drown! Shall no one help me?
11. Set here, my friend, or lay on this lounge.
12. Will you learn me how you done the trick?
13. If I was you, I should phone rather than wire.
14. This husky boy was raised on a farm.
15. If it was I, I should not have went in that rain.

Drill in Correct Use. Read the preceding sentences aloud several times, correcting them promptly as you read.

* 21. Grammar Examinations

I

1. Why should one study grammar?
2. What mistakes did you formerly make that you do not make now?
3. Write three sentences that contain correct English in place of common errors that you often hear.

II

1. Explain and illustrate how a compound sentence differs from a complex sentence.
2. Explain and illustrate how an adjective clause differs from an adverbial clause.
3. Can a noun clause be used as the subject of a sentence?

III

1. List five uses of nouns in sentences. Illustrate.
2. What is the difference between a transitive verb and a linking verb? Illustrate.

3. Give a sentence containing a verb in the active voice. Change it to the passive voice.

IV

1. Analyze the following sentence:

To err is human, but to forgive is divine.

2. Analyze the following sentence:

This is the dog that chased the cat that caught the rat that ate the malt that lay in the house that Jack built.

3. Analyze the following sentence:

Tom, give this book to whomever you see at the library desk.

V

1. Parse every word in the following sentence:

The odd little man appointed the blue-eyed boy his secretary.

2. Parse every word in the following sentence:

It seems logical, but is it right?

3. Parse every word in the following sentence:

Who was that to whom you delivered the message?

VI

1. Write a sentence containing a proper noun, two adjectives, a transitive verb, three common nouns, a pronoun used as an indirect object, and two adverbs.

2. Write a sentence containing a noun clause, an adjective clause, and an adverbial clause, in addition to the main clause. Change your sentence to an interrogative sentence.

3. Write as short a complex interrogative sentence as you can. It must not contain over seven words.

22. What You Have Studied in This Chapter (Nine)

The following summary gives a bird's-eye view of the chapter.

I. Grammar

* Complete verbs (447)
* Auxiliary verbs in special verb phrases (452)
  - Emphatic verb phrases (453)
  - Progressive verb phrases (454)
  - Phrases with *may*, *can*, and *must*; with *should* and *would* (455, 456)
* Mood (461)
  - Indicative (462)
  - Subjunctive (462)
  - Imperative (462)
* Participles (466)
* Gerunds (470)
* Infinitives (475)
* Parsing (479)

II. Composition

Project: *Protests, debates, speeches* (449)
Vocational problems (460)
Making stories from headlines (465)
Study of a picture (469)
  Project: *The Class Picture Book* (470)
Writing a book review (475)

III. Review and Drill

Review and test: verbs, linking, transitive (446)
Review and test: voice (448)
Review and test: tense, principal parts (456)
Drill in correct use (458, 472, 482)
Vocal drill (459)
Words sometimes mispronounced (459)
  Dictionary work (459)
Practice and test: capitals and punctuation marks (479)
Test in applied grammar (481)
  Drill in correct use (482)
Little grammar examinations (482)

APPENDIX A

I. SUMMARY OF RULES FOR THE USE OF CAPITAL LETTERS AND PUNCTUATION MARKS

Capital Letters

A capital letter should be used

1. To begin every sentence. Thus:

Well begun is half done.
When shall we three meet again?
The pen is mightier than the sword.

2. To begin every word in a person's name. Thus:

George Washington Robert E. Lee

3. For every initial. Thus:

W. E. Gladstone

4. To begin titles and the abbreviation of titles. Thus:

Mrs. Edith Wharton	Dr. Asa Gray	Cardinal Mundelein
Father Damien	Admiral Dewey	Sir William F. Barrett

5. To begin the names of the days of the week. Thus:

Monday Tuesday Wednesday

6. To begin the names of the months and their abbreviations and the names of holidays. Thus:

January Jan.	February Feb.	Thanksgiving Day
Washington's Birthday	Christmas	New Year's Day

7. To begin the names of states, countries, mountains, rivers, cities. Thus:

South Dakota	United States of America	Iowa	Missouri River
Ozark Mountains	Missouri	China	Des Moines

8. To begin the first word and all other words — except articles, prepositions, and conjunctions — in the title of a book, poem, essay, story, composition. Thus:

The Charge of the Light Brigade
The Vision of Sir Launfal
The Young Mechanic's Handy Book
How I Killed a Rattlesnake

9. To begin the first and all other words — except articles, prepositions, and conjunctions — in the names of stores, churches, theaters, events, wars, political parties. Thus:

Jones's Ideal Restaurant
Iowa Moving Picture House
The Second Baptist Church
The Thirty Years War

10. To begin the words *north*, *east*, *south*, and *west* when they are names of sections of country. Thus:

The North The South The Great Northwest The Near East

11. To begin every proper noun and every abbreviation of a proper noun. Thus:

Wisconsin Wis. U. S. A. Mo. La. Columbia University

12. To begin every line of poetry. Thus:

The sexton, tolling his bell at noon,
Deems not that great Napoleon
Stops his horse, and lists with delight,
Whilst his files sweep round yon Alpine height.

13. For the words *I* and *O*. Thus:

O George, I see you there!

14. To begin the first word of a quotation. Thus:

Patrick Henry said, "Give me liberty, or give me death!"
The new boy said, "Is this Plumfield?"

15. To begin the first word and the principal word in the greeting of a letter. Thus:

My dear Sir:
My dear Friend:
My dear Mr. Brown:
Dear Doctor:

16. To begin the ending of a letter. Thus:

Very truly yours, Yours sincerely,

17. To begin every proper adjective. Thus:

American Swedish Biblical Asiatic

18. To begin every name given to God. Thus:

Father Almighty Our Father Lord Lord God Almighty

Punctuation Marks

The period (.) should be used

19. At the end of a declarative sentence and at the end of an imperative sentence. Thus:

Time must not be counted by calendars, but by sensations and thoughts.

Go. See for yourself. Report the result to me.

20. After an abbreviation. Thus:

S. Dak. Mo. Ia. Ill. Feb. Aug. Dr.

21. After an initial. Thus:

C. F. Smith W. W. Brown George O. Benton

The question mark (?) should be used

22. At the end of an interrogative sentence. Thus:

Is London or New York the largest city in the world?

The exclamation mark (!) should be used

23. After a word or sound (an interjection) or group of words that expresses surprise, sudden joy or grief, or other strong feeling. Thus:

Look! There's our train pulling out now!
Hurrah! We're winning!
Oh! What a surprise!

The comma (,) should be used

24. To separate from the rest of the sentence the name — or the words used for the name — of the person addressed. Thus:

Well, Fred, what do you think of this situation?

25. To separate *yes* and *no* in answers from the statements which follow them. Thus:

Yes, I agree with you. No, you are wrong there.

26. To separate words or groups of words in series. Thus:

On the deck he saw nets, baskets, bundles of sailcloth, rolls of rope, and many other things.
I bought sugar, butter, bread, coffee, and canned milk.

27. To separate a sentence into parts so that its meaning may be clear to the reader. Thus:

When the lion had eaten, his attendant entered the cage.
When I shot, George jumped.
As he put his hat on, the horse suddenly began to prance.

28. To separate in a date the day of the month from the year. Thus:

March 25, 1873 January 6, 1873 December 27, 1909

29. To separate appositive words or phrases from the rest of the sentence. Thus:

Cæsar, the soldier, faced the orator, Cicero.
Ironsides, the famous war vessel, lay in Boston Harbor, a neglected and almost forgotten ship.

30. To set off words, phrases, or clauses out of their natural order. Thus:

Seated on his rocking horse, Bobby rode bravely into the battle.
Attacked on all sides, the little band still refused to surrender.
What I have written, I have written.
The dog, wet and muddy, dashed into the room.

31. To set off explanatory adjective clauses. Thus:

The student, who was rather fond of tennis, decided to go to the game.
The small archway, which was covered with roses, looked inviting.
A red-faced old gentleman, who had just dined, walked slowly by.

32. In the heading of a letter to separate the name of the city from the name of the state or country. Thus:

New Britain, Connecticut
London, England
Yankton, South Dakota
Naples, Italy

33. To separate from the rest of the sentence a parenthetical word or group of words, or an exclamation if an exclamation mark is not used. Thus:

Fanny, where, if anywhere in this house, are you hiding?
She, foolish child, had run out into the crowded street.
Poor Rover, I fear he is hurt.

34. The comma is often used to separate the dependent clause in a complex sentence from the principal clause. Thus:

If you know how to do it, I will give you permission to try.
The month of August, when we expected to see our friend, had arrived.
When the bugle blew, the boy scouts jumped to their feet.

35. The comma is generally used to separate the clauses of a compound sentence. Thus:

He did not reply, nor did he make any sign.
They told the sentinel, and the sentinel told the captain of the guard.
You may be big and strong, but you are in the wrong just the same.

36. The comma is generally used to separate a quotation from the rest of the sentence. Thus:

He said, "Come to the garden with me."
"Come to the garden with me," he said.
"Come," he said, "to the garden with me."

37. The comma is generally used in the ending of a letter after such phrases of courtesy as *Yours truly, Sincerely yours, Your old friend,* that precede the signature. Thus:

Very truly yours,
Frank Green

Sincerely yours,
Martin Sinclair

Your old chum,
Harold

The colon (:) should be used

38. After the greeting in letters. Thus:

My dear Dr. Brown:

Dear Emma:

Dear Madam:

39. Before a list of particulars. Thus:

This is the list: 10 cannon, 5 machine guns, 6 airplanes, and 3 balloons.

They needed the following accessories: a new tire, several spark plugs, a spotlight, and two inner tubes.

Quotation marks (" ") should be used

40. To inclose a quotation and each part of a divided quotation. Thus:

"What," she cried, "are you doing in the pantry?"

"Never," they said, "never will we surrender on those disgraceful terms."

41. To inclose titles of books, poems, stories that form parts of sentences. Thus:

He had bought Cooper's "The Spy" and London's "The Sea Wolf."

Have you ever read Louisa M. Alcott's "Little Men" and "Little Women"?

The hyphen (-) should be used

42. After a syllable at the end of a line when the remaining syllables of the word begin the next line. Thus:

Notice the hyphen conspicu-
ously placed in this sentence.

43. To separate the words in some compound words. Thus:

time-table	looking-glass	father-in-law	school-teacher
clear-cut	steeple-climber	story-teller	man-of-war
ready-made	kill-joy	silver-gray	single-handed
man-eater	wind-up	wonder-worker	hangers-on
clean-cut	made-up	looker-on	double-barreled

The apostrophe (') should be used

44. To show where in contractions a letter or letters have been omitted. Thus:

don't doesn't wasn't isn't who's it's you're

45. To show or help to show possession or connection. Thus:

John's book France's loss Travelers' checks

The semicolon (;) is sometimes used

46. To separate the clauses of a compound sentence, particularly if one or more of them contain commas. Thus:

To make a mistake like this is bad enough; not to correct it at once is inexcusable.

I have forgiven your carelessness; nevertheless I cannot forget it.

He saw the acrobats, the riders, and the clowns; but the famous tight-rope walker he did not see.

47. Before the introduction to an example. Thus:

Every sentence should begin with a capital letter; as:

This sentence begins with a capital letter.

Who would not begin a sentence with a capital letter?

II. CONJUGATIONS

A complete and orderly table of all the forms of a verb, in the active voice and in the passive voice, in the three moods, six tenses, three persons, and two numbers, is called the **conjugation** of a verb.

When we say, "Conjugate a verb in this tense, or in these tenses, active or passive," we mean, "Give the orderly table of forms for the specified tense or tenses, active or passive, as required."

A. CONJUGATION OF THE VERB *IS*

INDICATIVE MOOD

Present Tense

Singular	*Plural*
1. I am	1. We are
2. You are (Thou art)	2. You are
3. He is	3. They are

Past Tense

1. I was	1. We were
2. You were (Thou wast)	2. You were
3. He was	3. They were

Future Tense

1. I shall be	1. We shall be
2. You will be (Thou wilt be)	2. You will be
3. He will be	3. They will be

Present Perfect Tense

1. I have been	1. We have been
2. You have been (Thou hast been)	2. You have been
3. He has been	3. They have been

Past Perfect Tense

1. I had been	1. We had been
2. You had been (Thou hadst been)	2. You had been
3. He had been	3. They had been

Future Perfect Tense

1. I shall have been	1. We shall have been
2. You will have been (Thou wilt have been)	2. You will have been
3. He will have been	3. They will have been

SUBJUNCTIVE MOOD

Present Tense

1. I be	1. We be
2. You be (Thou be)	2. You be
3. He be	3. They be

PAST TENSE

1. I were
2. You were (Thou wert)
3. He were

1. We were
2. You were
3. They were

PRESENT PERFECT TENSE

1. I have been
2. You have been (Thou have been)
3. He have been

1. We have been
2. You have been
3. They have been

PAST PERFECT TENSE

1. I had been
2. You had been (Thou hadst been)
3. He had been

1. We had been
2. You had been
3. They had been

IMPERATIVE MOOD, Present Tense, Singular and Plural: *Be.*
INFINITIVES, Present: *To be*; Present Perfect: *To have been.*
PARTICIPLES, Present: *Being*; Perfect: *Been*; Present Perfect: *Having been.*

B. CONJUGATION OF THE VERB *SEE*

ACTIVE VOICE

INDICATIVE MOOD

PRESENT TENSE

Singular	*Plural*
1. I see	1. We see
2. You see	2. You see
3. He sees	3. They see

PAST TENSE

1. I saw	1. We saw
2. You saw	2. You saw
3. He saw	3. They saw

FUTURE TENSE

1. I shall see	1. We shall see
2. You will see	2. You will see
3. He will see	3. They will see

PRESENT PERFECT TENSE

1. I have seen	1. We have seen
2. You have seen	2. You have seen
3. He has seen	3. They have seen

PAST PERFECT TENSE

1. I had seen	1. We had seen
2. You had seen	2. You had seen
3. He had seen	3. They had seen

FUTURE PERFECT TENSE

1. I shall have seen	1. We shall have seen
2. You will have seen	2. You will have seen
3. He will have seen	3. They will have seen

SUBJUNCTIVE MOOD

PRESENT TENSE

1. I see	1. We see
2. You see	2. You see
3. He see	3. They see

PAST TENSE

1. I saw	1. We saw
2. You saw	2. You saw
3. He saw	3. They saw

PRESENT PERFECT TENSE

1. I have seen	1. We have seen
2. You have seen	2. You have seen
3. He have seen	3. They have seen

PAST PERFECT TENSE

1. I had seen	1. We had seen
2. You had seen	2. You had seen
3. He had seen	3. They had seen

IMPERATIVE MOOD, Present Tense, Singular and Plural: *See.*
INFINITIVES, Present: *To see*; Present Perfect: *To have seen.*
PARTICIPLES, Present: *Seeing*; Present Perfect: *Having seen.*

Passive Voice

Indicative Mood

Present Tense

Singular	*Plural*
1. I am seen	1. We are seen
2. You are seen	2. You are seen
3. He is seen	3. They are seen

Past Tense

1. I was seen	1. We were seen
2. You were seen	2. You were seen
3. He was seen	3. They were seen

Future Tense

1. I shall be seen	1. We shall be seen
2. You will be seen	2. You will be seen
3. He will be seen	3. They will be seen

Present Perfect Tense

1. I have been seen	1. We have been seen
2. You have been seen	2. You have been seen
3. He has been seen	3. They have been seen

Past Perfect Tense

1. I had been seen	1. We had been seen
2. You had been seen	2. You had been seen
3. He had been seen	3. They had been seen

Future Perfect Tense

1. I shall have been seen	1. We shall have been seen
2. You will have been seen	2. You will have been seen
3. He will have been seen	3. They will have been seen

Subjunctive Mood

Present Tense

1. I be seen	1. We be seen
2. You be seen	2. You be seen
3. He be seen	3. They be seen

PAST TENSE

1. I were seen	1. We were seen
2. You were seen	2. You were seen
3. He were seen	3. They were seen

PRESENT PERFECT TENSE

1. I have been seen	1. We have been seen
2. You have been seen	2. You have been seen
3. He have been seen	3. They have been seen

PAST PERFECT TENSE

1. I had been seen	1. We had been seen
2. You had been seen	2. You had been seen
3. He had been seen	3. They had been seen

IMPERATIVE MOOD, Present Tense, Singular and Plural: *Be seen.*
INFINITIVES, Present: *To be seen*; Present Perfect: *To have been seen.*
PARTICIPLES, Present: *Being seen*; Perfect: *Seen*; Present Perfect: *Having been seen.*

III. A LIST OF IRREGULAR VERBS

PRESENT TENSE	PAST TENSE	PERFECT PARTICIPLE	PRESENT TENSE	PAST TENSE	PERFECT PARTICIPLE
am (is, be)	was	been	burn	burned, burnt	burned, burnt
arise	arose	arisen	burst	burst	burst
awake	awoke, awaked	awaked	buy	bought	bought
beat	beat	beat, beaten	catch	caught	caught
begin	began	begun	choose	chose	chosen
bend	bent	bent	come	came	come
bet	bet	bet	cost	cost	cost
bind	bound	bound	dig	dug	dug
bite	bit	bitten	do	did	done
blow	blew	blown	draw	drew	drawn
bring	brought	brought	dream	dreamed, dreamt	dreamed, dreamt
build	built	built	dress	dressed, drest	dressed, drest

Present Tense	Past Tense	Perfect Participle
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
get	got	got, gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung, hanged	hung, hanged
have	had	had
hide	hid	hidden
hit	hit	hit
hold	held	held
know	knew	known
lay	laid	laid
learn	learned, learnt	learned, learnt
leave	left	left
let	let	let
lie (recline)	lay	lain
light	lighted, lit	lighted, lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
set	set	set
shine	shone	shone
show	showed	shown
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slidden, slid
smell	smelled, smelt	smelled, smelt
spin	spun	spun
stand	stood	stood
steal	stole	stolen
sting	stung	stung
strike	struck	struck
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
wake	woke, waked	woke, waked
wear	wore	worn
weave	wove	woven
win	won	won
wind	wound	wound
wring	wrung	wrung
write	wrote	written

IV. FORMAL NOTES

On occasions of special dignity and importance invitations and replies to them are expressed in formal notes rather than in ordinary letters. Examples of such formal notes are given below. It is possible to see at most stationery stores and printing offices interesting samples of formal notes engraved or printed in different styles.

Formal Invitation

Miss Harriet Jordan requests the pleasure of Miss Elizabeth Gregory's company at a May Day party on Wednesday afternoon, May the first, from two to five o'clock.

225 North Shore Drive
April the twenty-fourth

Formal Note of Acceptance

Miss Elizabeth Gregory accepts with pleasure Miss Harriet Jordan's kind invitation to her May Day party on Wednesday afternoon, May the first, from two to five o'clock.

427 Morse Avenue
April the twenty-seventh

Formal Note of Regret

Miss Elizabeth Gregory regrets that she cannot accept Miss Harriet Jordan's kind invitation to her May Day party on Wednesday afternoon, May the first, from two to five o'clock.

427 Morse Avenue
April the twenty-seventh

Formal Invitation

The pupils of Miss Smith's class at the Webster School request the pleasure of your company at the Arbor Day exercises on Friday afternoon, April the twenty-fourth, from two to three o'clock.

Webster School
April the twentieth

APPENDIX B

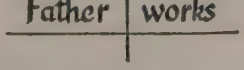
A COURSE IN SENTENCE DIAGRAMMING

The following model diagrams are intended to illustrate the difficulties that arise in showing grammatical relations. They follow the order of treatment in Potter, Jeschke, and Gillet's "Oral and Written English, Upper Book, Part One," beginning with Chapter Three. In these diagrams the aim has been to emphasize the *use* of the various elements in a sentence, rather than their classification. For that reason, instead of treating conjunctions as such, they are covered under adjective, adverb, and noun clauses, and under compound sentences. The diagrams will be most helpful if they are studied in connection with the various points of grammar which they illustrate.

THE ESSENTIALS OF THE SENTENCE—SUBJECT AND PREDICATE

Subject and Predicate

To diagram the sentence "Father works" we draw a straight line and write the one-word subject at the left and the one-word predicate at the right.



Then we draw a short vertical line which divides the sentence into the two parts which every sentence must have.

Definition of subject and predicate, with exercises[1] (pp. 50–52, 356–357).

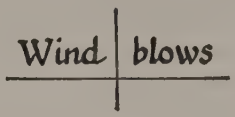
[1] Many of the sentences in the exercises in Potter, Jeschke, and Gillet's "Oral and Written English, Upper Book," may be used for diagramming.

SENTENCES FOR DIAGRAMMING[1]

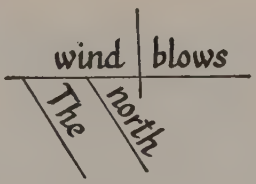
1. Baby sleeps.
2. Dogs bark.
3. Esther sings.
4. Fire burns.
5. Mother sews.
6. Bees sting.

Principal Word of the Subject and its Modifiers

The subject may consist of a number of words. No matter how long the subject is, it has one word which is the principal word. In the sentence "The north wind blows," *wind* is the principal word of the subject.



The words *the* and *north* help to tell about the word *wind*. We must fasten *the* and *north* to the principal word of the subject, *wind*, and we do so by using slanting lines.



Definition of principal word of the subject and its modifiers, with exercises (pp. 53–54, 72, 96–97).

SENTENCES FOR DIAGRAMMING

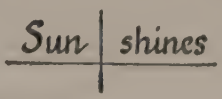
1. The flowers faded.
2. My older brother fell.
3. The new chauffeur drove.
4. The big old hall burned.
5. The other ten pupils recited.

[1]For further work in diagramming have the pupils write original sentences.

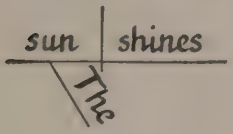
Principal Word of the Predicate and its Modifiers

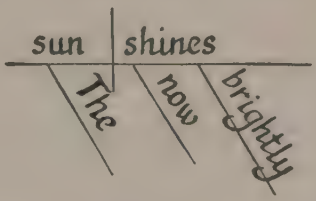
Like the subject, the predicate may consist of a number of words, but it always has one word which is the principal word.

In the sentence "The sun now shines brightly," *sun* and *shines* are the principal words of the subject and predicate.



But we may add helping words to each part of this sentence:





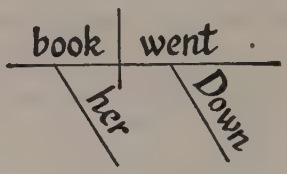
Definition of the principal word of the predicate and its modifiers, with exercises (pp. 55–56, 72–73, 96–97).

Sentences for Diagramming

1. The old soldier marched slowly.
2. My older brother ran quickly.
3. The two little children soon went home.
4. The three burglars silently crept away.
5. The grammar school closed early yesterday.

Inverted Order

The subject of a sentence does not always precede the predicate (but the order does not affect the diagram; in the diagram the subject should always appear at the left, and the predicate at the right), "Down went her book."



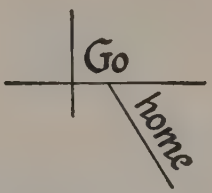
Definition of inverted order, with exercises (pp. 58–61).

SENTENCES FOR DIAGRAMMING

1. Off blew my hat.
2. Where is your dog?
3. Away ran the girl.
4. Up went the kite.
5. How are you?

The Subject in Imperative Sentences

In imperative sentences the subject, unless emphatic, is usually understood. In diagramming leave the place for the subject blank. "Go home."



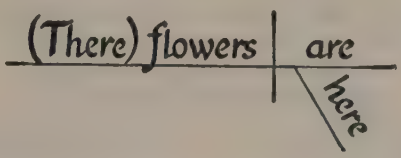
Definition of imperative sentences, with exercises (pp. 12, 16–18, 61, 356, 462).

SENTENCES FOR DIAGRAMMING

1. Come here quickly.
2. Read louder.
3. Go tomorrow.
4. Sit down.
5. Walk straight.

Introductory Word *There* (Compare Inverted Order, pp. 501–502)

The introductory word *there* cannot be put with the predicate because it introduces the sentence, and does not modify the verb. "There are flowers here."



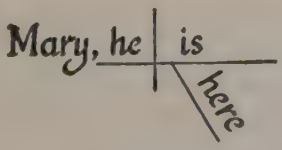
Explanation of *there*, with exercises (pp. 61–62, 125–126),

SENTENCES FOR DIAGRAMMING

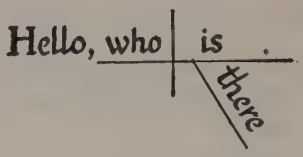
1. There are often good moving pictures.
2. There are ten children here.
3. There is still plenty.
4. There is nobody here.
5. There are many good schoolbooks now.

Words used Independently in Address and Exclamation

In the sentence "Here he is, Mary," *Mary* is used independently. It is not a part of the subject or of the predicate. It must, therefore, be shown in the diagram as independent of these two fundamental parts of the sentence.



Likewise, in the sentence "Hello, who is there?" *Hello* is used independently as an exclamation.



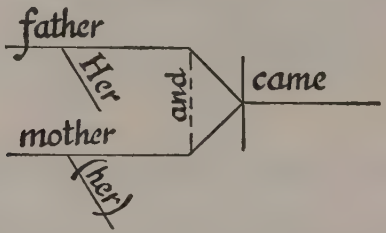
Explanation of words used independently, with exercises (pp. 63–64, 409–410, 489).

SENTENCES FOR DIAGRAMMING

1. Why, here is Frank.
2. Laddie, lie down.
3. She went early, luckily.
4. I started late, father.
5. Ethel, come on.
6. Tom, hurry up.

Compound Subject

In diagramming the sentence "Her[1] father and mother came" we write *father* and *mother* on two parallel lines to show that they are the two principal words in the compound subject of the sentence.



Definition of compound subject, with exercises (pp. 64–65, 170–171).

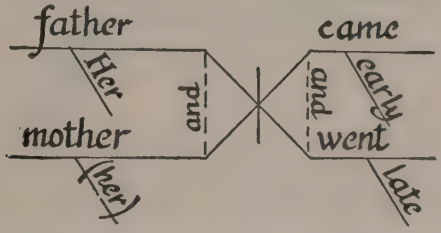
SENTENCES FOR DIAGRAMMING

1. The boys and girls ran.
2. Young and old laughed heartily.
3. My uncle and aunt arrived early.
4. Cotton and melons grow here.
5. Dogs and cats fight.

[1] The adjective *her* modifies *mother* just as much as it does *father*. Therefore in the diagram it should be repeated in parenthesis as modifying *mother*.

Compound Predicate

Likewise, if the sentence has a compound predicate, the two principal words of the predicate are put on parallel lines. "Her father and mother came early, and went late."



Definition of compound predicate, with exercises (pp. 64–65, 171).

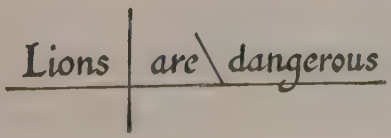
Sentences for Diagramming

1. Boys and girls work and play.
2. Our neighbors laugh and shout.
3. My mother and her aunt talked and talked.
4. The young boys swam and dived.
5. The little puppies ate and slept.

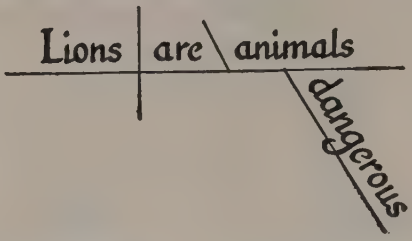
THE ESSENTIALS OF THE SENTENCE—PREDICATE WORD, OBJECT

The Predicate Word

In the sentence "Lions are dangerous" the predicate adjective *dangerous* modifies the subject, and is therefore separated from the linking verb *are* by a short oblique line, leaning toward the subject.



A noun or a pronoun may be used instead of an adjective as a predicate word. "Lions are dangerous animals."



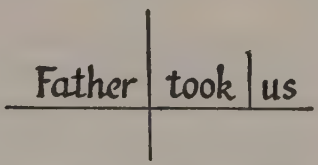
Definition of predicate word, with exercises (pp. 73–79, 293–296, 357–358).

SENTENCES FOR DIAGRAMMING

1. It was she.
2. My teacher looks pleased.
3. Her father and mother are Canadians.
4. The musician was a Russian.
5. The air feels warm.

The Object of a Transitive Verb

So far we have had no objects of verbs in the sentences, for we have had no verbs used transitively. We place the direct object of a transitive verb on the same line as the verb, and separate them by a short upright that does not go through the line. We diagram the sentence "Father took us" as follows:



Definition of direct object, with exercises (pp. 87–89, 252, 295, 358).

Definition of transitive verb, with exercises (pp. 291–292, 446).

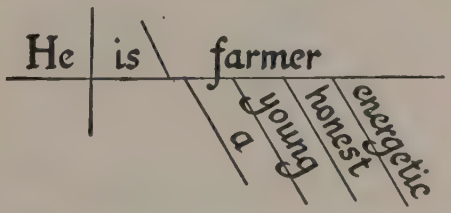
Sentences for Diagramming

1. Jane studied her lesson.
2. Mother and father bought a dog.
3. The Maine farmer raises potatoes.
4. Lucy invited Henry and me.
5. He plays the piano well.

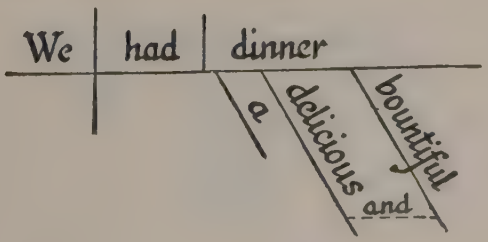
THE MODIFIERS IN THE SENTENCE—ADJECTIVES AND ADJECTIVE PHRASES

Adjective

The sentence "He is a young, honest, energetic farmer" has four adjectives modifying the predicate word *farmer*, which we arrange in a slanting group with no connecting line.



In the sentence "We had a delicious and bountiful dinner" we connect the two adjectives *delicious* and *bountiful*, which modify the object *dinner*, with a dotted line for the word *and*.



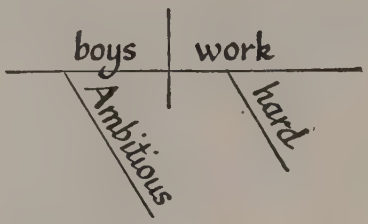
Definition and uses of adjectives, with exercises (pp. 25–26, 98–117, 138, 413, 423–431, 442–444).

SENTENCES FOR DIAGRAMMING

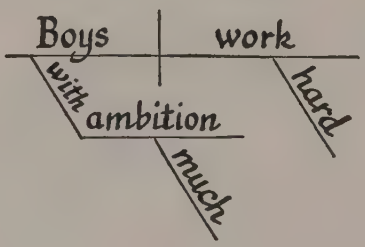
1. Those little children chased the black dog.
2. These four farmers planted apple trees.
3. The boy, hot and breathless, finally reached home.
4. My cousin is a French soldier.
5. Those roses smell sweet.

Adjective Phrases

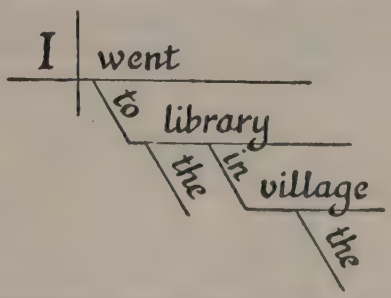
In the sentence "Ambitious boys work hard" *ambitious* is an adjective modifying *boys*.



In the sentence "Boys with much ambition work hard" *with much ambition* is an adjective phrase which modifies *boys*, just as *ambitious* does in the diagram above. In the phrase *with much ambition* we place *with* on a slanting line to show that it connects *ambition* with *boys*. The noun *ambition* is the important word in the phrase; we place all important words on horizontal lines.



A phrase may modify another phrase. "I went to the library in the village."



Definition of adjective phrases, with exercises (pp. 118–120, 200–201, 362–363, 370–372).

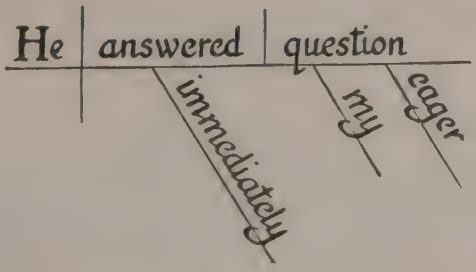
Sentences for Diagramming

1. The house at the corner burned.
2. I bought an automobile with red wheels.
3. The library is bright with autumn leaves.
4. The girl in blue is my sister.
5. She sent a book with bright pictures.

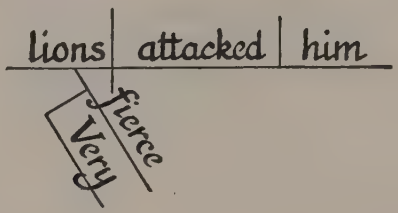
THE MODIFIERS IN THE SENTENCE—ADVERBS AND ADVERBIAL PHRASES

Adverbs

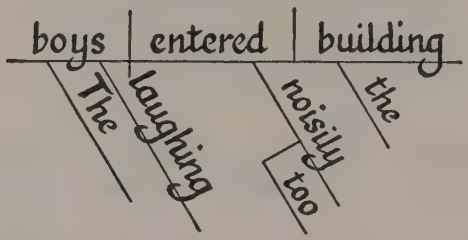
Note how the adjectives *my* and *eager* and the adverb *immediately* are diagrammed in the sentence "He immediately answered my eager question." In this sentence the adverb *immediately* modifies the verb *answered*.



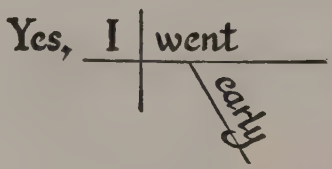
In the sentence "Very fierce lions attacked him" we have the adverb *very* modifying the adjective *fierce*. We need an extra attachment, a "hooked" parallel line, to indicate how fierce the lions were —in this case, *very* fierce.



In the sentence "The laughing boys entered the building too noisily" we have a slanting hook to show that the adverb *too* modifies another adverb, and a slanting line for the adverb *noisily* which modifies *entered*.



The adverbs *yes* and *no* are used independently.



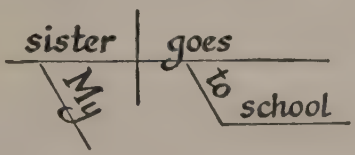
Definition and uses of adverbs, with exercises (pp. 34–36, 124–126, 128–131, 132–136, 138–139, 412–413, 433–440, 442–444).

SENTENCES FOR DIAGRAMMING

1. She plays the violin most beautifully.
2. No, I want that book near the window.
3. He works quickly and skillfully.
4. The children were very tired.
5. I came home very late.

Adverbial Phrases

An adverbial phrase often takes the place of a single adverb, just as an adjective phrase may take the place of a single adjective. "My sister goes to school."



Definition of adverbial phrases, with exercises (pp. 127–128, 200–201, 362–363).

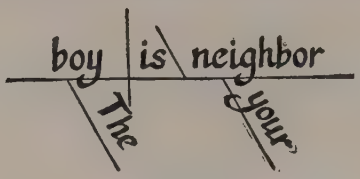
SENTENCES FOR DIAGRAMMING

1. The bird with the broken wing fell to the ground.
2. He went to her.
3. I repeated the story in the evening.
4. He works with speed and skill.
5. I found my old hat behind the chair.

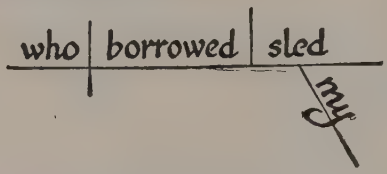
THE MODIFIERS IN THE SENTENCE—ADJECTIVE CLAUSES, ADVERBIAL CLAUSES

Adjective Clauses

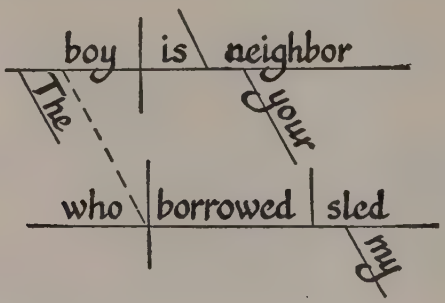
An adjective clause, like an adjective phrase, is used like a single adjective, to modify a noun or a pronoun. In the sentence "The boy who borrowed my sled is your neighbor" *who borrowed my sled* is an adjective clause. We first diagram the principal clause.



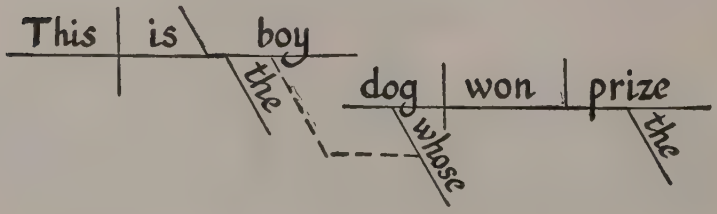
Then we diagram the dependent clause.



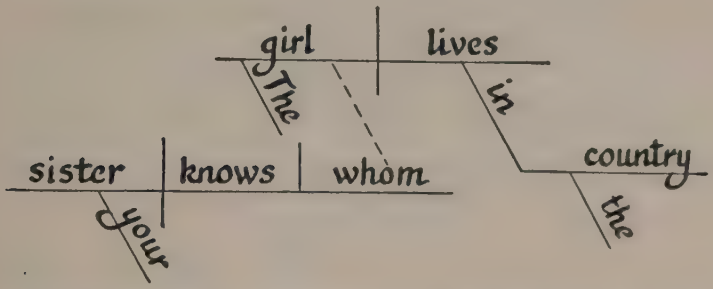
These two diagrams are then joined by a slanting dotted line in such a way that it is evident the adjective clause modifies the noun *boy*.



"This is the boy whose dog won the prize."



"The girl whom your sister knows lives in the country."



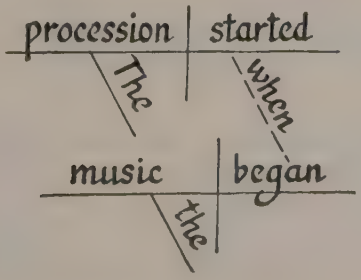
Definitions and uses of adjective clauses, with exercises (pp. 144–146, 151–153, 156–158, 162, 166–167, 197–198, 200, 212–214, 362–363).

SENTENCES FOR DIAGRAMMING

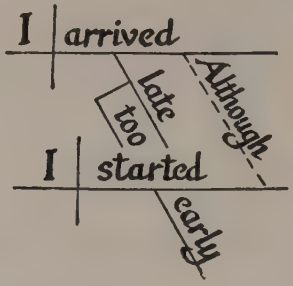
1. The girl who spoke in assembly is his sister.
2. I enjoy the new radio which mother sent.
3. The flowers which I picked on Sunday were beautiful.
4. She dresses in green, which is most becoming to her.
5. I bought the book which you illustrated.

Adverbial Clauses

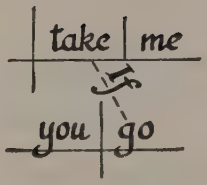
In the sentence "The procession started when the music began" we have the adverbial clause *when the music began*. We make the two diagrams, and join them.



"Although I started early, I arrived too late."



"If you go, take me."



Definition and uses of adverbial clauses, with exercises (pp. 146–147, 151–153, 156–158, 163, 166–167, 197–198, 200, 213–214, 362–363).

SENTENCES FOR DIAGRAMMING

1. After school we went to the movies.
2. I studied while you practiced.
3. I waited until your train arrived.
4. It was rather late when she telephoned.
5. She is as old as I am.

SENTENCE STRUCTURE—SIMPLE, COMPOUND, AND COMPLEX SENTENCES

Simple Sentence

Simple sentences have been treated adequately.

Complex Sentence

See adjective and adverbial clauses, pp. 511–514.

Definition of simple sentence, with exercises (pp. 161–163, 201–202, 210–214, 379–382).

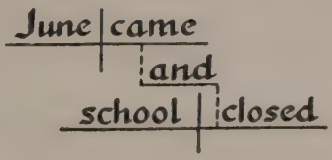
Definition of compound sentence, with exercises (pp. 169–182, 201–202, 210–214, 379–382).

Definition of complex sentence, with exercises (pp. 167–169, 201–202, 210–214, 379–382).

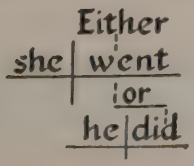
Compound Sentence

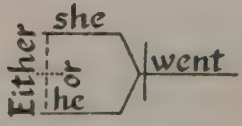
We know how to diagram the simple sentences "June came" and "School closed."

When these sentences are made into a compound sentence, connected by such words as *and* or *or*, "June came, and school closed," it is diagrammed as follows:



The sentence "Either she went or he did" is made compound by the use of correlatives; the simple sentence "Either she or he went" has a compound subject joined by correlatives.





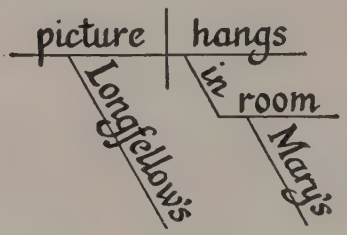
SENTENCES FOR DIAGRAMMING

1. Our teacher was out sick, but she is better now.
2. Mr. Porter arrived yesterday; Mr. James comes today.
3. She goes either on Tuesday or on Wednesday.
4. Hurry up; you are late.
5. I have an examination in Latin, and Jim has one in algebra.

NOUNS

Possessives

A noun in the possessive case is used like an adjective, to modify a noun. "Longfellow's picture hangs in Mary's room."



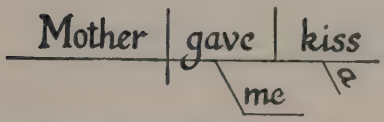
Definition of possessive, with exercises (pp. 229–230, 232, 407, 410–413).

SENTENCES FOR DIAGRAMMING

1. I borrowed Martha's pen, and lost it.
2. Emily's dog fought with my cat.
3. I found the book in mother's room.
4. The children's party began at three.
5. We use Robinson's algebra.

The Indirect Object.

"Mother gave *me* a kiss." *Me* is the indirect object. It is equivalent to *to me* (although it has no *to* in front of it), and modifies the verb *gave*, like an adverb phrase.



Definition of indirect object, with exercises (pp. 233–234, 277–278, 357–358).

SENTENCES FOR DIAGRAMMING

1. I sent Tom the letter.
2. He paid the farmer two dollars and forty cents.
3. Mr. Billings lent me the book.
4. Mr. Billings lent the book to me.
5. The teacher told the pupils a story.

PRONOUNS

Possessives

A pronoun in the possessive case is used like an adjective, to modify a noun. Compare the possessive noun, p. 516.

Definition of possessives, with exercises (pp. 246–248, 259, 269–272, 407, 411, 413, 425).

Relative Pronouns

For diagramming *who*, *whose*, *whom*, see pp. 511–513, under adjective clause.

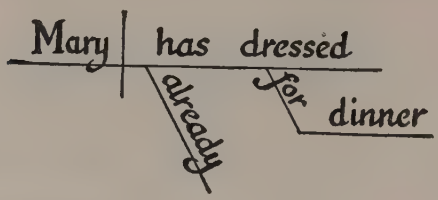
Definition and use of relatives, with exercises (pp. 267–272, 397, 401–402, 418–419).

VERBS

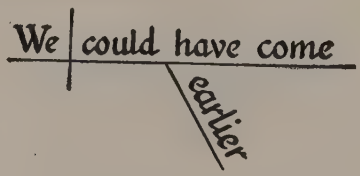
Verb Phrases

Sometimes the verb of a sentence consists of two or more words called a verb phrase. These words are never separated in diagramming because they are used as a single verb.

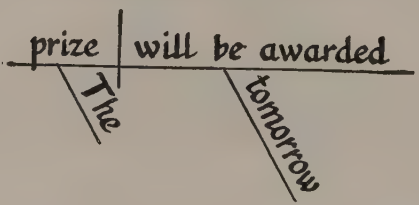
Active. "Mary has already dressed for dinner."



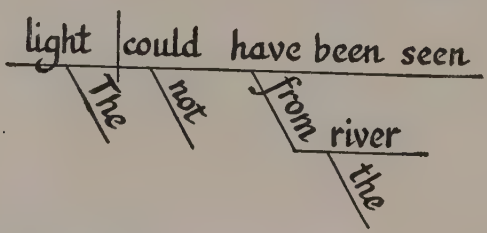
"We could have come earlier."



Passive. "The prize will be awarded tomorrow."



"The light could not have been seen from the river."



Definition of verb phrases, with exercises (pp. 28–29, 340–342, 452–456).

Definition of active and passive voice, with exercises (pp. 335–340, 464).

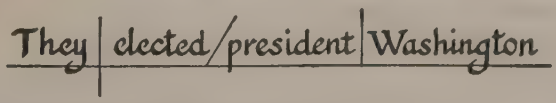
SENTENCES FOR DIAGRAMMING

1. You can meet her at the gate, or I'll stop at her house for her.
2. You might have come in time.
3. I shall have been abroad for a year.
4. The box was opened early on Christmas morning.
5. The dog was led into the room on a chain.

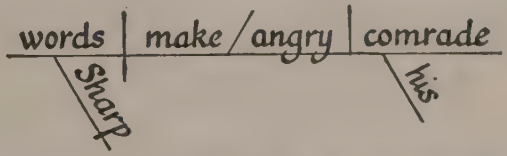
ADVANCED GRAMMAR—SENTENCE STRUCTURE

Objective Complement

"They elected Washington president." Notice that the objective complement (called also adjunct accusative) is separated from the verb by a short line slanting toward the right, that is, leaning toward the object.



"Sharp words make his comrade angry."



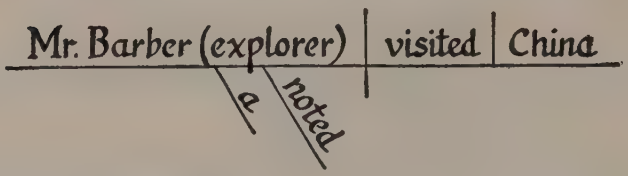
Definition of objective complement, with exercises (pp. 360–362).

SENTENCES FOR DIAGRAMMING

1. I dyed the scarf red.
2. I found her sick.
3. They called the baby Ann.
4. He caught the cub alive.
5. Grandfather made father his executor.

Appositives

An *appositive* is placed in parentheses after the word to which it refers. "Mr. Barber, a noted explorer, visited China."



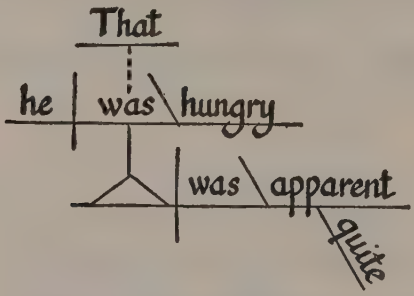
Definition of appositive, with exercises (pp. 364–367, 408).

Sentences for Diagramming

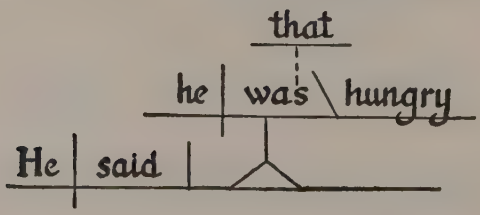
1. The secretary of the senior class, Ralph Clyde, chose his own committee.
2. We are studying two of Shakespeare's plays, *Hamlet* and *Macbeth*.
3. My sister Mary is in Baltimore.
4. Tom Slade, my cousin from New Haven, arrived early.
5. The word *Hill* is a proper noun.

Noun Clauses

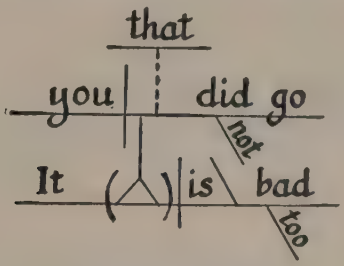
Noun Clause as Subject. "That he was hungry was quite apparent."



Noun Clause as Object. "He said that he was hungry."



Noun Clause in Apposition. "It is too bad that you did not go."



Definition of noun clauses, with exercises (pp. 368–369, 371).

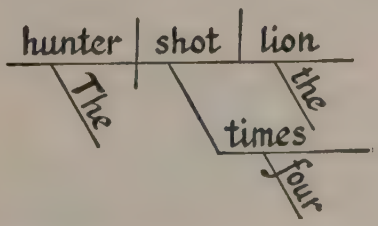
Sentences for Diagramming

1. The rumor is that he has lost his money.
2. The witness testified that he never saw the man.
3. That you are going to Alaska is a surprise to your friends.
4. We sincerely believe that he is innocent.
5. The feeling that she charged too much for board made him leave her house.

Adverbial Objective

A noun used as an adverb to modify a verb, an adjective, or an adverb is in the objective case, and is called an adverbial objective.

"The hunter shot the lion four times."



Definition of adverbial objective, with exercises (pp. 412–413).

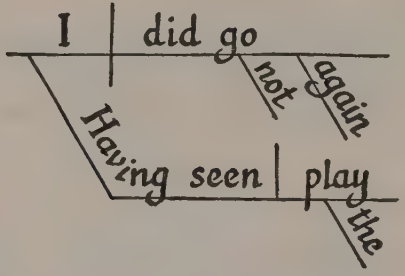
Sentences for Diagramming

1. I left home this morning.
2. She started a month earlier.
3. The house is a hundred years old.
4. I slept all day.
5. The automobile cost a thousand dollars.

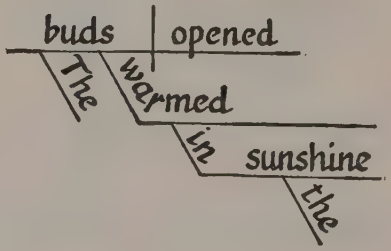
Participles

The participle is begun on the slanting line, and is finished on the horizontal. In the following example its character as a verbal adjective is shown in that, although *having seen* modifies *I*, it at the same time takes the object *play*.

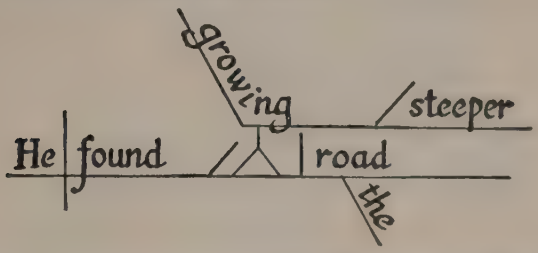
"Having seen the play, I did not go again."



"The buds warmed in the sunshine opened."



"He found the road growing steeper."



Definition of participles, with exercises (pp. 466–469, 480–481).

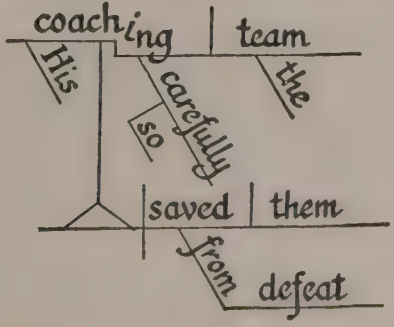
SENTENCES FOR DIAGRAMMING

1. Running up the stairs, the child stumbled.
2. Having sent you the book, I hope that you will read it.
3. I found the dog sleeping before the fire.
4. Having finished breakfast, we took the train.
5. Going to the blackboard, I wrote the sentence.

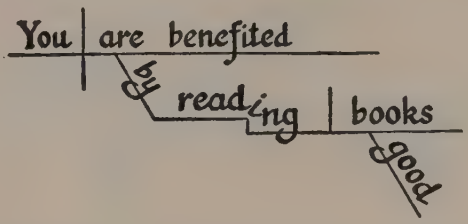
Gerunds

The gerund is written on a "stepped" line. In the following example notice that in its character as a noun the gerund is the subject of *saved*; in its character as a verb it takes the object *team*, and is modified by the adverb *carefully*.

"His coaching the team so carefully saved them from defeat."



"You are benefited by reading good books."



Definition of gerund, with exercises (pp. 470–474, 480–481).

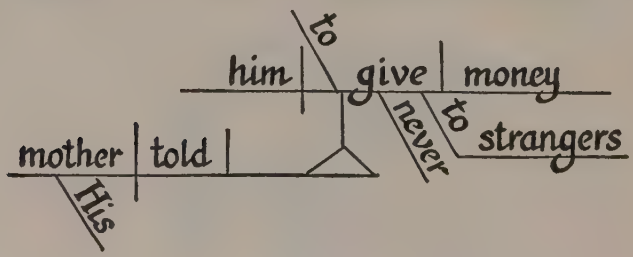
Sentences for Diagramming

1. I had not heard of his going.
2. Broadcasting and receiving are the essentials of radio.
3. Waiting for you made me late.
4. We enjoyed playing tennis.
5. He was punished for teasing his little sister.

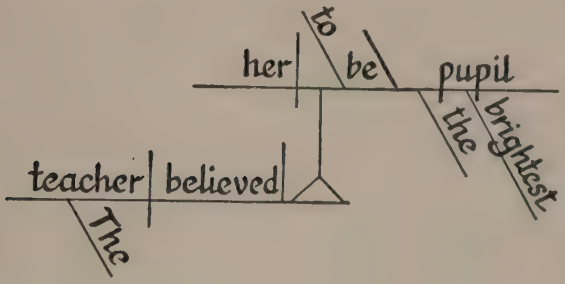
Infinitives

The following sentence introduces the *infinitive*, which in this case is raised on a stand outline:

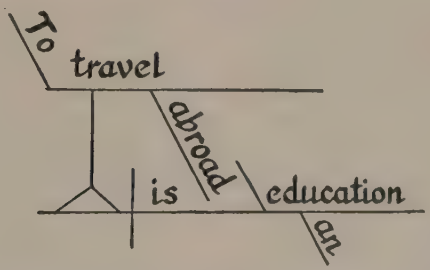
"His mother told him never to give money to strangers."



Other examples of the infinitive are given below:
"The teacher believed her to be the brightest pupil."



"To travel abroad is an education."



Definition of infinitive, with exercises (pp. 475–478, 480–481).

Sentences for Diagramming

1. To master the violin is his ambition.
2. I want you to go with me.
3. She likes to read good stories.
4. To train some animals is very difficult.
5. He asked me to open the door.

INDEX

(The numbers refer to pages. The starred topics indicate advanced grammar.)

A, an, 427–428
Abbreviations in dictionary, 23
* Abstract noun, 391
Accent mark, 23, 67, 238, 409
Acceptance of invitation, formal, 498
* Accusative case. *See* Objective case
* Accusative-dative case. *See* Objective case
Active voice, 336
Address, on envelope, 33, 149; in letter, 149; for return, 149
Address, words used independently in, 63, * 409–410
Adjective, 25, 98–117, 200, * 423–431; * article, 424, 427–428; * adjunct accusative. *See* Objective complement; * cardinal, 424; choice of, 27, 78, 79, 98, 249, 426; comparison of, 105–108, * 430; correct use of, 78, 79, 103, 112–117; definition of, 26, 98, 423; * demonstrative, 424; * descriptive, 423; game, 104; * indefinite, 424; kinds of, 100, * 423–425; * limiting, 424; * noun and pronoun used as, 413; * numeral, 424; * ordinal, 424; overworked, 78, 98, 99; parsing of, 138, * 442; * possessive, 425; predicate, 77, 85, 293, 295, 358; proper, 101; review of, 138, 423; uses of, in sentence, 111
Adjective clause, 144, 151, 162, 166, 197, 200, 212, 363
Adjective phrase, 118, 197, 200, 363, * 370
Adjective pronouns, 274–276, 397
* Adjunct accusative. *See* Objective complement
* Advanced grammar: abstract noun, 391; adjective, 423–431, 442; adjectives technically classified, 423–425; adverb, 433–439, 442; agreement of pronoun with antecedent, 402; analysis of sentences, 385–388; antecedent of pronoun, 402; appositive, 364–366, 408; appositive clause, 366–367; appositive phrase, 366–367; articles, definite and indefinite, 424, 427–428; auxiliary verbs in special verb phrases, 452–456; *be*, complete verb, 447; cardinal numeral, 424; case, 406–408, 409–413, 416–419; cause, adverb of, 434; cause, clause of, 378; clause, 366–368, 376–377, 378, 379, 477; collective noun, 391; comparison, clause of, 378; complement, objective, 360–362; complete verb, 447–448; complex sentence, analysis of, 386; compound sentence, analysis of, 386; condition, clause of, 378; definite article, 424, 427; demonstratives, 424; dependent clauses, classified as to meaning, 377–379; descriptive adjective, 423; emphatic verb phrase, 453; essentials of the sentence, 370–371; exclamation, words used independently in, 410, 487; explanatory clause, 376–377, 379; figures, letters, signs, etc., plural of, 393; gerund, 470–474, 480; imperative mood, 462; impersonal verb, 448; indefinite article, 424, 427–428; indefinite adjective pronoun, 424; independent word, in address, 409; independent word, in exclamation, 410; indicative mood, 462; infinitive, 475–478; interrogative adverb, 439; intensive com-

pound personal pronoun, 400; intransitive verb, 447–448; *is*, complete verb, 447; joint and separate possession, nouns expressing, 411–412; limiting adjective, 424; manner, adverb of, 434; manner, clause of, 378; *may*, *can*, in special verb phrases, 455; models for analysis and parsing, 385–388, 418, 442, 479, 480; modifiers, 364, 476, 466–468; mood, 461–464; nominative absolute, 467–468; nominative case, 407, 410; noun clause, 368, 369, 370; noun, 364–366, 391–395, 407–419; objective case, 407, 413; objective complement, 360–362; ordinal numeral, 424; parsing, 418, 442, 479, 480; participial phrase, 467–468; participle, 466–469, 480; perfect participle, 466; phrase, 366–367, 370, 452–456; plurals, unusual, 393–395; possessive case, 407, 410–411, 425; progressive verb phrase, 454–455; pronoun, 400, 401, 402, 406–408, 409–413, 416–419, 424; purpose, clause of, 378; reflexive pronoun, 400; relative adverb, 438; relative pronoun, 400, 401, 402, 416–417, 419; restrictive clause, 376–377, 379; sentence analysis, 385–388; sentence essentials, 370–371; sequence of tenses, "Time-Table and Teacher's Manual"; solemn form of pronoun and verb, 492–493; split infinitive, 478; subjunctive mood, 462; troublesome adjectives, having prepositional use, 425; verb, 447–448, 452–456, 461–464, 466–469, 470–474, 475–478, 479, 491–496; verb phrase, 452–456; verbals, 466–469, 470–474, 475–478

Adverb, 34, 124–142, * 433–439, * 442; choice of, 128, 436; comparison of, 130; correct use of, 132–136; definition of, 36, 124, 433; * interrogative, 439; kinds of, 124, * 433; negative, double, 132; *no*, *yes*, 435; * noun used as, 412; parsing of, 138, * 442; * relative, 438; review of, 138, 433; uses of, in sentence, 132–134

Adverbial clause, 146, 151, 163, 167, 197, 208, 213, 363

Adverbial phrase, 127, 197, 200, 363

Advertisements, 274, 349, 364

Affirmative side in debate, 184, 359

Agreement: of pronoun with antecedent, 284, 285, 286, * 402; of verb with subject, 298–299, 300–306

Almost, *most*, 134

Ambiguity, 93, 134, 318, 392–393, * 468, * 474

American's Creed, The, Page, 82

Among, *between*, 39

Analysis of sentences, 90–92, 156–157, 186–187, 194, 201–202, 239–240, 286–287, 351–353, * 385–388; complex, 186–187, 194, 201–202, 239–240, 286–287, * 386; compound, 186–187, 194, 201–202, 239–240, 286–287, * 386; * models for, 385, 386; simple, 185–187, 194, 201–202, 239–240, 286–287, * 385

"*And*" habit, 67–69, 111, 138, 173–179, 208, 210, 272, 360, 372, 382; complex sentences, 68, 177; short sentences, 68, 175, 372

Anecdotes, 191, 207, 479

Answering questions, 14, 15

Antecedent of pronoun, 257, 258, 268, 271, 284, 285, 286, * 402

Antonyms, 196–197

Apostrophe: in contractions, 491; * in plural of letters, signs, etc., 393; to show possession, 229, 491

Appendix, 485–525

Apple Orchard in the Spring, An, Martin, 398

Applying for a position, 395, 461

* Appositive, 364–366, 408; * punctuation of, 365

* Appositive clause, 366–367

* Appositive phrase, 366–367

Arabian Nights, The, selection from, 215–216

Arbor Day exercises, 413

Argument, 184, 359, 363

* Articles, 424, 427–428

As, *as if*, *like*, 182, 185

As, relative pronoun, 267, 402

Auxiliary verbs, 338, 340, * 452–456

Battle of the Ants, The, Thoreau, 109
Be (see *is*), * complete verb, 447; conjugation of, 298, 492–493; helping verb for passive forms, 338; linking verb, 76, 112, 116, 293, 446
Beginning sentence of a talk, letter, or story, 89
Beside, besides, 39
Between, among, 39
Blackboard newspaper, publishing the paper, 168–169; want advertisements, 349; lost and found column, 104–105
Body of a letter, 32
Book review, 475
Both, and, 182
Boy Who Recommended Himself, The, Cabot, 460–461
Breaking up sentences, 176
Brooks, Phillips, letters of, to Gertie, 82, 261
Bryant, William Cullen, *The Planting of the Apple Tree*, 404–405
Building sentences, 154, 183, 200, 372
Business letter, 148–151, 154–155, 230, 314–317; application for a position, 461; complaint, 314–317; explanation, 312–314; model letter, 148, 149, 150, 155, 314, 315; reply to complaint, 314–317. *See* Class post office *and* Courtesy

Cabot, Ella Lyman, *The Boy Who Recommended Himself*, 460–461
Came, come, 15–16
Can, may, 340
Capitals, 8, 10, 18–19, 44–45, 69, 93, 120, 140, 158, 186, 194, 201, 220, 240, 263, 283, 317, 351, 384, 415, 441, 479; summary of rules for the use of, 485–487
Cardinal Newman, extract from *What Is a University*, 217
* Cardinal numeral, 424
* Case, 406–408, 409–413, 416–419; defined, 407; nominative, 407; possessive, 407; objective, 407; review of, 416–417
* Cause, adverb of, 434; clause of, 378
Choice of words. *See* Word study
Choosing a subject, 17, 53, 110, 121, 220–222, 236, 276, 306–307, 395–396, 428–429, 431, 432
Citizenship, good, and patriotism, 81, 82, 280–283
Class post office, 33, 83, 230, 231, 316, 317, 334, 392
Clause, definition of, 145, 363; adjective, 145, 151, 162, 166, 212, 363; adverbial, 146, 151, 163, 167, 197, 200, 213, 363; * appositive, 366–368; of * cause or * reason, 378; of * comparison, 378; of * concession, 378; of * condition, 378; dependent or subordinate, 163–165, 166–167, 168, 373, 377–379; descriptive, 376–377, 379; * explanatory, 376–377, 379; independent, 170; * infinitive, 477; of * manner, 378; * noun, 368–369, 370; of * place, 378; principal, 163–165, 166–167, 168, 373; of * purpose, 378; * restrictive, 376–377, 379; of * result, 379; subordinate or dependent, 163–165, 166–167, 168, 373, 377–379; of * time, 378
Closing sentence of a talk, letter, story, etc., 89
Collective nouns, 286, * 391
Colon, 31, 490
Comma, list of rules for uses of, 488–490; ambiguity avoided by use of, 93, 318
Common nouns, 218, 390
Comparative degree, 106
Comparing things, 431–432; vocations, 431–432
Comparison, of adjectives, 105–108, * 430; of adverbs, 130; * clause of, 378
Complaints, making, 314–317; letters of, 314–317
* Complement, objective, 360–362
* Complete verb, 447–448
Completion test, 22, 115, 132, 259, 272, 284, 308, 309, 310, 327, 331, 333, 338, 341
Complex sentence, 168, 201, 211, 379–382; analysis of, 186–187, 194, 201–202, 239–240, 286–287, * 386; defined, 168; distinguished from compound sentence, 171; use of, for overcoming "*and*" habit, 173–179, 211

Complimentary close of letter. *See* Ending of a letter
Compound noun, 220
Compound personal pronoun, 253–255, * 400
Compound predicate, 64, 171
Compound relative pronoun, 267, 270
Compound sentence, 43, 170, 201, 211, 379–382; analysis of, 186–187, 194, 201–202, 239–240, 286–287, * 386; defined, 170; distinguished from complex sentence, 171
Compound subject, 64, 170
Compound word, 240, 491
Condensation of paragraphs, 344–345
* Condition, clause of, 378
Conjugation, of *be* (*is*), 298, 492–493; of *see*, 299, 326, 493–496
Conjunction, 42, 170, 180–183, 186–188; coördinate, 170, 181; subordinate, 175, 181; correct use of, 182–183, 185; correlative, 182; definition of, 44; parsing of, 181
Coördinate clauses, 170
Copula, or copulative verb. *See* Linking verb
Copying a letter, 83, 84, 93, 151
Copying an unpunctuated letter, 5, 193
Correct use: miscellaneous words, 1–2, 204, 210, 236, 419–421; slang, 480; *saw, seen, did, done, came, come, rang, rung, sang, sung, drank, drunk,* and *went, gone,* 15–16, 65–66, 385; *set,* 41–42, 65–66; *lay,* 41–42, 65–66; *There is, There are, There was, There were,* 62, 65; predicate words after linking verbs, 77, 85, 122, 155; overworked predicate words, 78, 99; exaggerated expressions as predicate words, 78; slang as predicate words, 80; adjectives, 112–117, 159, 444; adverbs, 132–136, 141, 159, 439, 444; conjunctions, 185; personal pronouns, 251–253, 264; compound personal pronouns, 254–255; interrogative pronouns, 258–259, 264; relative pronouns, 270–272, 273, 278; *them, these, those,* 275, 278; review of pronouns, 284–288; verbs, 295–296, 300–306, 318, 346–347, 353–354, 385, 458; *learn, teach, lay, lie, sit, set,* etc., 308–311; perfect participle in active voice, 333–334; perfect participle in passive voice, 338; *shall, will,* 340–342; dangling participle, 468–469; gerund, 472; infinitive, 478; review, 41, 65, 85, 141, 159, 202, 204, 482
Correction exercises: letter form, 5, 84, 194, 335, 369, 392, 460; posture, 40, 53, 192, 208; voice, 40; choice of words, 84–85; grammar, 84–85; incorrect grammar, 94, 185 (*see* Test in applied grammar); capitals and punctuation marks, 45, 69, 120, 140, 159, 186, 201, 241, 263, 283, 351, 385, 415, 416, 441, 479; modifiers, 165; story-telling, 192; nouns, 217, 236, 396, 415; outlines, 236, 415; pronouns, 262, 272, 281; explanation, 273; various, 308, 314, 335, 360, 369, 396, 415, 460. *See* Review, vital
Correlative conjunctions, 182
Courtesy, 154, 248–250, 314
Criticism of compositions, oral and written, questions for, 10, 34, 40, 84, 85, 103, 104, 111, 127, 139, 153, 165, 185, 192, 194, 236, 262, 272, 273, 281, 308, 314, 335, 360, 369, 392, 396, 460
Current events, reporting, 169

Date, punctuation of, 31, 485, 487, 488
* Dative-accusative. *See* Objective case
Dead Napoleon, The, Thackeray, 256
Debate, 184, 359, 363, 452
Declarative sentence, 12, 356
Declension of personal pronouns, 247–248
* Definite article, 424, 427
Degree, adverbs of, 125
Degrees of comparison, 105, 106, 130
Deity, capitalization of names of, 487
Demonstrative adjective, 114, 274–276, * 424
Demonstrative pronoun, 274–276, * 424
Dependent clause, 163, 268, 373; * classified as to meaning, 377–379
Derivation of words, 87. *See* "Time-Table and Teacher's Manual"
Description, 102, 104, 392
* Descriptive adjective, 423
Diacritical marks, 11, 42, 67, 87, 118, 238, 260, 348

Diagramming of sentences, 499–525
Dictation exercise, 44, 69, 140, 149, 159, 186, 201, 241, 263, 283, 351, 385, 415, 416, 441, 479
Dictionary work, 11, 23, 42, 67, 87, 118, 120, 137, 158, 186, 203, 209, 238, 260, 279, 312, 348, 384, 409, 440, 459. *See* Word study
Did, done, 1, 15–16, 65–66, 85, 86, 141, 204, 210, 237, 242, 288, 290, 333–334, 338, 346–347, 353, 383, 458–459, 481–482
Direct object, 87–89, 252, 277, 295, 358
Directions, giving, 3, 17, 18
Divided quotation, 489, 490
Do, did, in emphatic verb phrases, 453
Doesn't, don't, 300
Domestic science and art, manual training, 17, 18, 429
Double negative, 132
Dramatization, 249, 432, 451; oral, 249, 432, 451; written, 432
Drank, drunk, 15–16, 333
Drill. *See* Correct use, Pronunciation, Punctuation, *and* Vocal drill

Elliptical sentence, 61
* Emphatic verb phrase, 453
Entertaining the class. *See* Interesting one's hearer or reader
Enunciation, 40, 53, 192, 208, 234. *See* Vocal drill
Envelope, 33, 149
Essentials of the sentence, 49, 72, 90, 96, 152, 154, 156, 183, 200, * 370–371
Everett, Edward, *King Philip to the White Settlers*, 450
Exaggerated expressions, 79–80
Examination. *See* Grammar examinations
Exclamation, words used independently in, 63, * 410, * 487
Exclamation mark, 12, 63, 410, 487
Exclamatory sentences, 12
Explanation, 17, 18, 273, 312, 428–429
* Explanatory clause, 376–377, 379
Expletive *there*, 61–62, 125

Faris, John T., *Real Stories from Our History*, 176
Feminine gender, 228
* Figures, letters, signs, etc., plurals of, 393
Footpath to Peace, The, van Dyke, 261
Foreign pupils, difficulties of, in learning English. *See* "Time-Table and Teacher's Manual"
Formal note, 498
Future perfect tense, 326
Future tense, 323, 329

Game: *Writing sentences correctly*, 13; *Asking and answering questions*, 14–15; *The same word as different parts of speech*, 46, 215; *Making sentences*, 67; *Riddles of adjectives*, 104; *Building sentences*, 154, 183, 200, 372; *Using the principal parts of verbs*, 331, 457; *Gerund and present participle*, 474
Garden, making plans for a school, 348
Gazetteer, 158
Gender of nouns, 228
* Genitive case. *See* Possessive case
Geographical names, pronunciation of, 158
* Gerund, 470–474; correct use of, 472; definition of, 474; distinguished from present participle, 471, 473; game, 474; parsing of, 480
Good, well, 108, 130
Grammar, definition of, 1
Grammar examinations, 242, 320, 354, 482–483
Grammar review. *See* Review
Greeting of a letter, 31
Grimm, *The Brave Little Tailor*, 192

Hanged, 311
Hawthorne, *The Great Carbuncle*, 22
Heading of a letter, 31
Headlines, stories to fit, 52–53, 126, 465
Helping verbs, 340, * 452–456
History, subjects chosen from, 452
How to Make a Swing, 198
Hyphen, in certain compound words, 220, 491; at end of a line, 23, 67, 409, 490

I, capitalization of, 253, 486
I, you, etc. in a series, 253
* Imperative mood, 462

Imperative sentence, 12; using, for giving directions, 16–17, 18; using, for explaining, 17–18
* Impersonal verb, 448
In, into, 39
* Indefinite adjective pronoun, 424
* Indefinite article, 424, 427–428
Indention, 57
Independent clause, 170, 180
Independent word, in address, 63, * 409; in explanation, 63, * 410
* Indicative mood, 462
Indirect object, 233, 277, 358
* Infinitive, 475–478; * correct use of, 478; * defined, 477; * sign of, 477
Intensive compound personal pronoun, 253–254, * 400
Interesting one's hearer or reader, 9, 40, 52, 53, 127, 137, 154, 186, 192, 200, 203, 207, 234, 272, 279, 308, 312, 317, 348, 384, 392, 396, 409, 459
Interjection, 45
Interrogation point, 12, 487
* Interrogative adverb, 439
Interrogative pronoun, 257–259, 264, 397
Interrogative sentence, 12; using, to obtain information, 14–15, 257
Intransitive verb, 292, * 447–448
Introducing people, 249
Introductory word *there*, 61–62, 125
Inverted order of subject and predicate, 59
Invitation, letter of, 280, 363, 364, 406, 414; formal, 280, 363, 364, 414, 498
Irregular comparison, of adjectives, 108; of adverbs, 130
Irregular plural, 224, 225, 226
Irregular verbs, list of, 496–497
Irving, Washington: *Rip Van Winkle*, 199; *Life and Voyages of Columbus*, 327
Is, * complete verb, 447; helping verb in passive forms, 338; linking verb, 76, 112, 116, 293, 446
It's, its, 253

* Joint and separate possession, 411–412

King Philip to the White Settlers, Everett, 450

Lay, lie, 41, 308–309
Learn, teach, 308
Letter form: formal invitation and reply, 282–283, 414, 498; heading, greeting, body, ending, 30–34, 149, 154, 193–194, 335, 392, 460; punctuation, 30–34, 193–194, 485–490
Letter writing, 30–34, 82–85, 103, 140, 148–151, 154–155, 193, 230, 313, 334, 349, 364, 369, 392–393, 406, 414, 452, 460, 461; application for a position, 461; business letter, 148–151, 154–155, 230, 349, 350, 369, 392–393, 460; class post office, 33, 83, 230, 231, 316, 334, 392; complaints, 314–317; explanations, 312–314; invitations, 282–283, 406, 414; questions for criticism, 34, 103; test in, 4–5
Letters from famous people: Phillips Brooks, 82, 261; Abraham Lincoln, 193; Sydney Smith, 312; Meredith Nicholson, 441
Lie, lay, 41, 308–309
Life and Voyages of Columbus, Irving, 327
Like, as, as if, 182, 185
Like, prepositional use of, * 425
* Limiting adjective, 424
Linking verb, 76, 112, 116, 293
Long, *Northern Trails*, 152

Making a book: *Thrilling Events in Our Country's History*, 81; *The Proper Thing to Do*, 250; *The Class Picture Book*, 469
Making a report, 109–111, 120–122, 137, 276, 280, 306–308, 395–396, 428–429
Manner, adverbs of, 125, * 434
* Manner, clauses of, 378
Manual training, domestic science and art, 17, 18, 429
Martin, William, *An Apple Orchard in the Spring*, 398
Masculine gender, 228
May, can, 340, * 455
May, might, 340
Memory selection: Page, *The American's Creed*, 82; van Dyke, *The Footpath to Peace*, 261; Wordsworth,

The Solitary Reaper, 375; Martin, *An Apple Orchard in the Spring*, 398; Bryant, *The Planting of the Apple Tree*, 404; Everett, *King Philip to the White Settlers*, 450
* Models for analysis and parsing, 385–388, 418, 442, 479, 480
Modifier, 54, 55, 96–123, 124–142, 143–160, 183, 197, 364; adjective, 54, 98–117; adjective clause, 144–156, 197; adjective phrase, 118–120, 197; adverb, 55, 124–142; adverbial clause, 146–156, 198; adverbial phrase, 127–129, 198; * appositive, 364; * infinitive, 476; * participial phrase, 467; * participle, 466, 468
Money order, 350
* Mood, 461–464; indicative, 462; subjunctive, 462; imperative, 462
Most, almost, 134
Motivation. *See* "Time-Table and Teacher's Manual"

Napoleon, The Dead, Thackeray, 256
Napoleon, The Defeated, Robinson and Beard, 263
Natural order of subject and predicate, 59
Nature study, geography, science, 109–111, 120–122, 306–308, 429
Near, nigh, 425
Neatness in written composition, 127, 194
Needless introductory words, 92, 111, 208, 272
Negative, double, 132
Negative side in a debate, 184, 359
Neither, nor, 182
Neuter gender, 228
Newman, Cardinal, *What Is a University*, 216
Newspaper, the blackboard, 104, 168
Newspaper headline, fitting story to, 52–53, 126, 465
Nicholson, Meredith, *Letter to a School Principal*, 441
Night letter (telegraphic), 342–346
No, yes, 435
* Nominative absolute, 467–468
* Nominative case, 407, 410
Note, formal, 498
Noun, 20, 217–243, 390, * 391–395, * 407–419; * abstract, 391; * adverbial use of, 412; * adjective use of, 413; * appositive use of, 364–366, 408; * cases of, 229, 232, * 406–408, * 409–413, * 416–419; collective, 286, * 391; common, 218, 390; compound, 220; parsing, * 418; predicate, 74; proper, 218, 220, 390; number of, 222–226, * 393–395; gender, 228; selecting suitable common, 21–23, 226–228; uses of, in sentences, 229, 232, 233; selecting suitable proper, 220–222
* Noun clause, 368–369, 370
Number, definition, 222; of nouns, 222–226; of pronouns, 246; of verbs, 298–305
Numeral, cardinal. 424; ordinal, 424

Object, of a preposition, 37, 232, 252, 277; indirect, 233, 277, 358; of a transitive verb, 87–89, 252, 277, 295, 358
* Objective case, 407, 413
* Objective complement, 360–362
Objectives of oral and written composition. *See* "Time-Table and Teacher's Manual" *and* Preface
Only, position of, 134–135
Opening sentence of a talk, letter, story, etc., 89
Opposite, * 425
* Optional grammar. *See* "Time-Table and Teacher's Manual"
Order in a talk, letter, story, etc. *See* Outline *and* Paragraph study
* Ordinal numeral, 424
Other, 115
Ought, 311
Outline, making an, for a composition, 55, 56–58, 84, 110, 154, 165, 184, 198–200, 234–236, 262, 276, 280, 306–307, 350, 395–396, 414
Overworked words, 78, 99, 208, 426

Page, William Tyler, *The American's Creed*, 82
Paragraphs: in ungrouped passage, 4–5, 198–200, 110, 165; study of, 52–53, 56–58, 110, 154, 165, 198–200, 262,

335, 451; topic sentence of, 110, 451; writing single, 52–53, 126–127, 274
Parsing: adjective, 138, * 442; adverb, 138, * 442; conjunction, 181; * gerund, 480; * infinitive, 480; noun, * 418; * participle, 480; preposition, 38; pronoun, * 418; verb, 352, * 479
* Participial phrase, 467–468
* Participle, 325, 329, 333–334, 338, * 466–469; * dangling, 468–469; * defined, 468; perfect, 325, 329, 333–334, 338, * 466; * parsing, 480; * present, 466
Parts of speech, 20–48, 192, 215, 263
Passive voice, 336
Past perfect tense, 326
Past tense, 323
Patriotism, 81, 82, 280, 283
Penmanship, 10, 127, 194
Perfect participle, 325, 329, 333–334, 338, * 466
Perfect tenses, 324–326
Period, 12, 487
Person, of pronouns, 244; of verbs, 298–305
Personal pronouns, 244–255, 264, 396; declension of, 247–248; definition of, 245, 396; correct use of, 251–255
Phrase, 118, 197, 200, 362, * 370; adjective, 118, 197, 200, 363, * 370; adverbial, 127, 363; * appositive, 366–367; defined, 119, 362; * participial, 467–468; prepositional, 37; verb, 28, 325, 338, 340, * 452–456
Picnic, plans for a school, 55
Picture, study of a, 469–470
Planting of the Apple Tree, The, Bryant, 404–405
Plural, of common nouns, 222–226; of compound nouns, 226; definition, 222; * foreign nouns, 394; * forms of different meaning, 394; * letters, figures, signs, etc., 393; pronouns, 246, 248; rules, 222–226, * 393–395; verbs, 298
Poem study: *An Apple Orchard in the Spring*, Martin, 397–399; *The Dead Napoleon*, Thackeray, 255–257; *The Planting of the Apple Tree*, Bryant, 403–406; *The Solitary Reaper*, Wordsworth, 374–376
Positive degree in comparison, 105, 130
* Possessive case, 229, 407, 410–411
Possessive form, of noun, 229–230; of pronouns, 246, 247, 248, 253, 258, 259, 270, * 407, * 411, * 425
Possessive pronoun, 246, 247, 248, 253, 258, 259, 270, * 407, * 411, * 425
Post office, the class, 33, 83, 230, 231, 316, 317, 334, 392
Posture and facial expression, 40, 53, 192, 208
Practice: capitals and punctuation marks. *See* Capitals *and* Punctuation
Predicate, of a sentence, 50, 356; compound, 64, 171; defined, 51, 357; preceding subject, 59; principal word of, 55–56, 72
Predicate adjective, 74, 77, 85, 293, 295, 358
Predicate noun, 74
Predicate pronoun, 74, 295
Predicate word, 73–86, 293, 295, 358
Preposition, 37; choosing the right, 39; correct use, 39; definition, 38; parsing, 38
Prepositional phrase, 37
Present participle, 466
Present perfect tense, 325
Present tense, 323, 329
Principal clause, 163, 373
Principal parts of verbs, 329–334, 456–458
Principal word, of predicate, 55–56, 72; of subject, 53–54, 72
* Progressive verb phrase, 454–455
Project: the question box, 15; the label exhibition, 18; the story hour, 40; planning a picnic, 55; making a book of patriotic stories, 81; a class correspondence, 83; the "lost and found" column in a blackboard newspaper, 104–105; making up a *Review of Reviews*, 131; making a skating rink, 140; publishing a blackboard newspaper, 168; the city of signs, 220; business letters, 230; hunting for polite deeds, 250; making a book

of etiquette, 250; writing advertisements, 274; speaking at a public meeting, 282; the class in business, 316; the class post office, 334; the class telegraph office, 345; a school garden, 348; a public debate, 363; public recital by pupil teams, 399, 406; Arbor Day exercises, 413; protests, debates, speeches, 449; newspaper stories, 465; the class picture book, 469; book reviews, 475
Pronoun, 24, 244–266, 267–289, 396–422; adjective, 274–276, 397, 413; agreement with antecedent, 257, 258, 268, 271, 284, 285, 286, * 402; antecedent, 257, 258, 268, 271, 284, 285, * 400, * 402; cases of, 247, 248, 269–272, 277, * 406–408, * 409–413, * 416–419; compound personal, 253–255, * 400; compound relative, 267; declension of, 247–248; defined, 26, 244, 396; demonstrative, 274–276, * 424; gender of, 246, 248, * 402; indefinite, * 424; intensive, 253, 254, * 400; interrogative, 257–259, 264, 397, * 424; nominative case, 247, 269–272, * 407; number of, 246, * 402; object, 247, 248, 269–272; objective case, 247, 269–272, * 407; parsing, 264–265, * 418; person of, 244, * 402; personal, 244–255, 264, 396; position of, in a series, 253; possessive, 247, 269–272; possessive case, 247, 248, 269–272, * 407; predicate, 74, 251, 295; reflexive, 253–254, * 400; relative, 267–273, 397, * 401–402; subject, 247, 248, 269–272; uses of, in sentences, 246, 269–272, 277
Pronunciation, 11, 42, 66, 86, 118, 136, 158, 186, 203, 238, 260, 279, 311, 348, 384, 409, 440, 459. *See* Vocal drill
Proper adjective, 101
Proper nouns, 218, 220, 390; selecting suitable, 220–222
Punctuation, 4–5, 8, 12, 18–19, 44–45, 69, 93, 120, 137, 140, 158, 186, 194, 201, 209, 240, 263, 283, 317, 351, 365, 366, 384, 409, 415, 441, 479; summary of rules for, 487–491
* Purpose, clause of, 378
Question box, the, a project, 15
Question mark, 12, 487
Questions, asking and answering, 14–15
Questions, lists of, used in group and correction exercises, 10, 34, 40, 84–85, 103, 104, 111, 127, 139, 153, 165, 185, 192, 208, 236, 272, 273, 281, 308, 314, 335, 360, 392, 396, 415, 460. *See* Review, vital
Quotation marks, 490
Quotations, writing. *See* Capitals *and* Punctuation

Raise, rise, bring up, 311
Rang, rung, 15–16, 333
Real Stories from Our History, Faris, 176–177
Record in test. *See* Test, records of
Reference, using this book for, 215, 262, 356, 357, 358, 396–397, 446, 448, 456
Reference books, using, 120, 158, 215
Reflexive pronoun, 253–254, * 400
Regular verb, 330
* Relative adverb, 438
Relative clause, 268
Relative pronoun, 267–273, 397; agreement with antecedent, * 402; antecedent, 268, 272, * 400–402; *as*, 267; case, * 416–417, * 419; compound, 267; correct use, 270–272; definition, 267; gender, * 402; number, * 402; person, * 402; *that, what, which, who*, 267, * 402; uses of, in sentences, 269–272
Report, making a, 109–111, 120–122, 137, 276, 280, 306–308, 395–396, 428–429
* Restrictive clause, 376–377, 379
Review of Reviews, making up a, 131
Review, formal grammar, 47, 69–70, 90–92, 138–139, 186–187, 239–240, 263–264, 286–287, 326, 351–353, 356, 357, 362, 373, 379, 390, 396, 416–417, 423, 446, 448; vital: (*a*) grammar applied to correction of errors, 94, 122, 141, 159, 188, 203, 210, 241, 287–288, 318–319, 353, 419, 443–444, 481; (*b*) composition-grammar, 10, 13–14, 18, 34, 40, 53, 83, 84, 100, 103, 111, 112, 139, 151, 153, 154, 158, 165,

169, 185, 192, 208, 231, 235, 236, 257, 262, 272, 273, 280, 281, 296, 306, 308, 313–314, 327, 333, 335, 360, 369, 393, 396, 415, 460
Rip Van Winkle, Irving, 199
Robinson and Beard, selection, 263
Rules of the Road in Japan, 3
Rural schools, the socialized recitation in. *See* "Teacher's Manual"

Salutation of a letter. *See* Greeting
Sang, sung, 15–16, 333
Saw, seen, 1, 15–16, 65–66, 85, 86, 141, 204, 210, 237, 241, 242, 288, 290, 319, 331, 333–334, 346–347, 353, 354, 383, 458–459, 481–482
Say, listen, why, well, 92, 111, 208, 272
School garden, planning a, 348
Semicolon, 491
Sentence: analysis, 90–92, 156–157, 186–187, 194, 201–202, 239–240, 286–287, 351–353, * 385–388; completing incomplete, 8–9, 101; complex, 161–189, 201, 211, 379–382; compound, 161–189, 201, 211, 379–382; declarative, 12, 356; definition of, 7, 12, 356; diagrams of, 499–525. *See* "Time-Table and Teacher's Manual"; elliptical, 61; essentials of, 49, 72, 90, 96, 152, 154, 156, 183, 200, * 370–371; exclamatory, 12; imperative, 12, 356; interrogative, 12, 356; kinds of, 11, 161–189; making interesting, 9; natural and inverted order of, 59; simple, 161–189, 201, 211, 379–382; structure of, 154, 161–189, 201, 358; topic, of paragraphs, 110, 451; reviews of, 156, 239, 351. *See* "And" habit *and* Building sentences
* Sequence of tenses. *See* "Time-Table and Teacher's Manual"
Set, sit, 41–42, 310
Shall, will, 340–342
Should, would, 340, * 456
Signature of a letter, 31
Signs: making, for stores, etc., 218–222; the city of, 222
Simple sentence, 64–65, 161, 201, 211, 379–382
Singular number, 222, 246, 248, 298
Sit, set, 41–42, 310
Skating rink, making a, 140
Slang, 4, 80, 208, 426
Smith, Sidney, letter, 312
Social notes, 498
Socialized recitation. *See* "Time-Table and Teacher's Manual"
* Solemn forms, 492–493
Solitary Reaper, The, Wordsworth, 375
Some (overworked adjective), 426
Southey, Robert, *Lodore*, 117
Speech difficulties or defects. *See* "Time-Table and Teacher's Manual"
Spelling, 10, 127, 385
* Split infinitive, 478
Stammering. *See* "Time-Table and Teacher's Manual"
Story-telling, 40, 191, 207, 272, 465
Subject, of sentence, 50, 356; defined, 51, 357; compound, 64, 170; principal word of, 53–54, 72; entire, 53–54; not expressed, 61; predicate preceding, 59
Subject substantive. *See* Principal word of subject
* Subjunctive mood, 462
Subordinate clause. *See* Dependent clause
Subordinate conjunction, 175, 181
Superlative degree of comparison, 106, 130
* Supplementary grammar (indicated by asterisks). *See* Advanced grammar *and* "Time-Table and Teacher's Manual"
Syllabication, 23, 67, 87, 409
Synonyms, defined, 195; practice in the use of, 195–196, 297, 327–328, 332
Synthesis, as opposed to sentence analysis, 7, 49, 67, 154, 162–163, 183, 200, 372

Teach, learn, 308
Telegrams, 342–346
Tense, 323–327, 456–458; present, 323, 329; past, 323; future, 323, 329; present perfect, 325; past perfect, 326; future perfect, 326
* Tenses, sequence of. *See* "Time-Table and Teacher's Manual"

Test in applied grammar, 94, 122, 141, 159, 203, 210, 241, 265, 287–288, 318, 353, 419, 443, 481
Test, completion, 22, 115, 132, 259, 272, 284, 308, 309, 310, 327, 331, 333, 338, 341
Test, records of: time, 1, 2, 195, 196, 197, 204, 288; other measures, 3, 4, 45, 69, 94, 120, 122, 141, 159, 188, 203, 210, 241, 265, 287, 318, 353, 419, 420, 443, 481
Test, review and, 356, 357, 358, 362, 373, 379, 390, 396, 423, 433, 446, 456
Test, writing from dictation, 44, 69, 120, 140, 149, 159, 186, 201, 241, 263, 283, 351, 385, 415, 441, 479
Tests: need of grammar, 1–2; word study, 3–4; slang, 4; choice of nouns, 22–23; synonyms, 195; antonyms, 196; choice of verbs, 327–328; choice of adverbs, 436–437; letter form, 4–5; adjectives, 115–116; story-telling, 207–208; speaking distinctly and loud enough, 208–209; pronunciation, 209; use of dictionary, 209–210; *who, whom*, 259; relative pronouns, 272–273; relative and adjective pronouns, 284; *learn, teach*, 308; *lay, lie*, 309; *set, sit*, 310; principal parts of verbs, 331–332, 333–334; passive voice, 338; *shall, will*, 341–342
Thackeray, *The Dead Napoleon*, 256
Than, 183
That, * 402
The, * 424, * 427
Them, 113, 275, 288
There, as adverb, 125; as introductory word, 61–62, 125
These, those, 113, 114, 274, 275, 288
Thoreau, Henry D., *The Battle of the Ants*, 109
Thou, thy, thine, thee, ye, 492–493
Time, adverbs of, 125, 434; * clauses of, 378
Titles, how to write, 486
Topic sentence, the, 110, 451
Transition words, 92
Transitive verb, 87–89, 291, 446
* Troublesome words, *like, near, nigh, opposite*, 425
Unless, without, 182–183, 185, 188
Useful and useless words, 92, 111, 208, 272

Van Dyke, Henry, *The Footpath to Peace*, 261
Variety in expression, 3, 29–30; order of subject and predicate, 59–61; sentence structure, 175–180; adjectives and relative clauses, 268–269, 381–382; voice, 339–340. *See* Word study
Verb, 27, 72, 290–321, 322–355, 446–484; agreement with subject, 298–299, 300–306; auxiliary, or helping, 340, * 452–456; choosing suitable, 29–30, 297, 327–328; * complete, 447–448; conjugation, 298–299, 323–326, * 491–496; copulative (*see* Linking verb); correct use of, 295–296, 300–306, 308–311, 333–334, 338, 340–342, 346–347; definition of, 29, 290, 446; * emphatic verb phrase, 453; * gerund, 470–474; helping, 338, 340, * 452–456; * imperative mood, 462; * impersonal, 447–448; * indicative mood, 462; * infinitive, 475–478; intransitive, 292, * 447–448; irregular, 330 (list of, 496–497); kinds of, 291; linking, 76, 112, 116, 293, 446; * moods of, 461–464; number, 298–305; parsing, 352, * 479; participle, 325, 329, 333–334, 338, * 466–469; person, 298–305; principal, 340; principal parts, 329–334; * progressive verb phrase, 454–455; regular, 330; * subjunctive mood, 462; tense, 323–326, 329; transitive, 87–89, 291, 446; voice, 335–340, * 448
Verb phrase, 28, 335, 338, 340, * 452–456
* Verbals: * gerund, 470–474; * infinitive, 475–478; participle, 325, 329, 333–334, 338, * 466–469
Vocabulary. *See* Variety in expression *and* Word study
Vocal drill, 10, 40, 66, 86, 117, 136, 158, 185, 202, 237, 260, 279, 311, 347, 384, 408, 440, 459
Vocational problems, 276, 395, 431–432, 460–461

Voice (audible, distinct, and pleasant speech), 40, 53, 192, 208, 234
Voice, 335–340, 448–449, 464; active, 336; passive, 336; correct use, 338

Was, were, 300
Well, good, 108, 130
Went, gone, 15–16, 333
What is a University, extract, Newman, 216
Who, whom, 258, 270, 273
Who's, whose, 259
Will, shall, 323, 340–342
Without, unless, 182–183, 185, 188
Word study: *Rules of the Road* in Japan, 3; slang, 4, 80; nouns, 21–23; adjectives, 27, 99, 249; verbs, 29; adverbs, 39; prepositions, 39, 84; worn-out words, 78, 99, 111, 426; exaggerated expressions, 78; adverbs, 129, 436; proper nouns, 220–222; common nouns, 226–228; verbs, 297, 327, 332; various, 399, 405. *See* Pronunciation, Synonyms, *and* Variety in expression
Words sometimes mispronounced, 11, 42, 66, 86, 118, 136; geographical names, 158, 186, 203, 208, 238, 260, 279, 311, 348, 384, 409, 440, 459
Wordsworth, William, *The Solitary Reaper*, 375

Yes, no, 435